DOCUMENT RESUME

ED 211 315 RC 013 124

AUTHOR Taylor, Y. A., Comp.
TITLE North Carolina Migrant Education 1981 State Evaluation Report.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. of Migrant Education.
SPONS AGENCY Office of Elementary and Secondary Education (ED), Washington, D.C.
PUB DATE Nov 81
NOTE 96p.

EDRS PRICE MF01/PC04 Plus postage.
DESCRIPTORS *Agency Cooperation; Annual Reports; Community Involvement; *Cooperative Planning; Elementary Secondary Education; Enrollment; *Inservice Teacher Education; *Migrant Education; Migrant Programs; Objectives; *Program Effectiveness; *Program Evaluation; State Programs; Summer Programs; Testing Programs
IDENTIFIERS ESEA Title I Migrant Programs; Migrant Student Record Transfer System; *North Carolina

ABSTRACT

In 1981 North Carolina's Migrant Education Program adequately met legislative requirements and national program objectives while initiating 11 new projects. More that $7 million was expended on 72 school year projects with total enrollments of 15,682 migrant children and 34 summer programs with total enrollments of 4,854. Program continuity was implemented through various strategies, including efforts to coordinate the North Carolina program with those in other states. Each project used teachers or paraprofessionals for supplementary individual or small group instruction in areas of deficiency. The fifteenth annual migrant education program evaluation report summarizes information regarding: current evaluation procedures, interagency cooperation, national program goals, state objectives, priorities of the state program, classification of migrants, identification and recruitment, program development, state program management, new projects, staff development, state program emphasis, children served, grade placement, instructional activities, coordination with other school programs and programs of other agencies, supporting services, staff utilization, community involvement, interstate planning, program strategies and attainment of state objectives, local project objectives, dissemination, annual statewide testing program, program focus, testing results, exemplary program components, recommendations, and state and local education agency program management. Tabular data are appended. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED211315

1981 STATE EVALUATION REPORT

Division of Migrant Education / North Carolina Department of Education

RC 013124

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Brumback

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A. Craig Phillips
State Superintendent of Public Instruction

Jerome H. Melton
Deputy State Superintendent of Public Instruction

James T. Burch, Jr.
Assistant State Superintendent for Administrative Services

Robert E. Youngblood
Director, Division of Migrant Education

PREFACE

This is the fifteenth annual migrant education program evaluation report compiled by the North Carolina Department of Public Instruction. When the first of these evaluation reports was prepared, the state director of the migrant education program compiled a summary of information submitted by the LEAs. This compilation of information submitted to the U. S. Department of Education indicated that there were migrant education projects operating in 12 LEAs. These 12 projects served a total of 548 migrant children at an expenditure of $120,545.

The years between that first report and this report have been years of growth in the program and service to migrant children. The number of LEAs conducting special programs for migrant children has increased by a factor of six. There are presently 72 LEAs in the state which are conducting migrant projects. More important than the number of projects operating in the state are the number of children being served and the level of service they are receiving. These aspects of the program have increased tremendously, for now we are reporting more than 20,000 children enrolled in the program, and expenditures have reached more than seven million dollars.

Along with the growth of the program, changes in program administration and operation have taken place. Some of these changes involved the evaluation of the program. For the first year the evaluation report was compiled by the state program director. Then, for two years the evaluation of the program was conducted under a contract with the Learning Institute of North Carolina. Following that it was carried out through an agreement between the migrant education section and the Division of Research in the Department of Public Instruction. Eventually the cycle made its complete round and the total responsibility of preparing the annual evaluation report was shifted back to the migrant education division where it was in the beginning.

This is the eighth year since the full responsibility of preparing the annual evaluation report was shifted back to the state migrant office. It is also the eighth year since the responsibility for preparing the local project evaluation reports was shifted to the local project director.

Information in this annual report relates to the 1980-81 school term projects and the 1981 summer projects. The information has been consolidated into one report in order to meet the federal requirements of an annual evaluation report. Every effort has been made to include all essential information while at the same time restricting the size of the report to that which is necessary to fulfill the federal requirements and make a maximum contribution to the improvement of future migrant education programs.

The contributions of the migrant education program consultants are acknowledged with appreciation. It was through their careful review of local project activities, knowledge of the impact of the local projects on the education of migrant children, and analysis of the local project evaluation reports that determinations could be made relating to the degree to which the local projects met their objectives. They were also involved in selecting and describing the noteworthy and exemplary components of the projects in which they worked.

Special recognition is given to Y. A. Taylor for the outstanding job he did in compiling the information contained in this annual evaluation report. It was through his leadership and ability that the tremendous volume of information generated at the state level and in the 72 local educational agencies was collected, organized, consolidated and edited, then presented in a concise and meaningful report.

Gratitude is also expressed to Jewell Jeffreys for her work in typing, collating and binding the publication.

Robert E. Youngblood

November, 1981

TABLE OF CONTENTS

Preface iii

Table of Contents v

Tables and Figures vii

Program Critique ix

Chapter I 1

- Introduction 1
- Current Evaluation Procedures 2
- Interagency Cooperation 3
- National Program Goals 3
- State Objectives 4
- Priorities of the State Program. 6
- Classification of Migrants 6
- Identification and Recruitment 6
- Program Development 7
- State Program Management 7
- New Projects 8
- Staff Development 8
- State Program Emphasis 9

Chapter II 11

- Children Served 11
- Grade Placement 11
- Instructional Activities 12
- Coordination with Other School Programs 12
- Coordination with Programs of Other Agencies 13
- Supporting Services 13
- Staff Utilization 15
- Community Involvement 15
- Interstate Planning 17
- Program Strategies and Attainment of State Objectives 17
- Local Project Objectives 23
- Dissemination 24
- Annual Statewide Testing Program 24
- Other Findings 26

Chapter III 31

- Program Focus 31
- Testing Results 31
- Exemplary Program Components 33

Chapter IV 47

Summary 47
Recommendations 47
SEA Program Management 48
LEA Program Management 51

Appendix 57

TABLES AND FIGURES

Tables

I Location of Migrant Education Project Activities 58

II Summer Migrant Project Schedules 61

III Enrollment Summary by Migrant Status - Regular School Term . 62

IV Summer Term Enrollment - Migrant Status 64

V Number of Children Served by Age and Grade - Regular School Term 65

VI LEA Staff - Regular School Term 66

VII LEA Staff - Summer School Term 69

VIII Ratio of Pupils to Instructional Personnel 70

IX Degree of Attainment of Local Project Objectives - Regular School Term 72

X Degree of Attainment of Local Project Objectives - Summer School Term 74

XI North Carolina Annual Testing Program: 1978-79 77

Figures

I Location of Migrant Education Projects . . . . . *xii*

II Regular School Term Migrant Enrollments 78

III Summer Term Migrant Enrollments 79

IV Percentage of Migrants by Ethnic Groups 81

V Reading Achievement: Annual Testing Program 82

VI Mathematics Achievement: Annual Testing Program 83

VII Comparison of N. C. Migrant Program Reading Scores 84

VIII Comparison of N. C. Migrant Program Mathematics Scores . . . 85

PROGRAM CRITIQUE

The priorities, in rank order, of the state migrant education program are:

1. Program continuity
2. Summer programs for interstate and intrastate migrant children
3. Regular school term programs for interstate and intrastate migrant children
4. Staff development activities
5. Migrant Student Record Transfer System
6. Programs for formerly migratory children

These priorities are met through the implementation of approximately 70 projects which are conducted through local educational agencies. During the entire process related to delivering services to the migrant children, the state migrant office provides assistance and consultation. The major steps in providing educational services to the migrant include identification, recruitment, project development, project operation and project evaluation.

Program continuity ranks highest among the priorities in the North Carolina migrant education program. This priority was met through various strategies which included several efforts to coordinate the program in North Carolina with those in other states. The state was represented at the East Coast Regional Workshop at which 21 east coast states cooperated in the development of strategies to deliver some degree of continuum to the migrant child's instructional program.

Other examples of the interstate cooperation which have a bearing on the continuity of programs for interstate migrants can be cited as a result of the participation of the State Director and migrant staff personnel in national and regional conferences on migrant education.

Projects conducted during the summer for interstate and intrastate migrants have the second priority in the North Carolina migrant education program. During 1981 thirty-four (34) LEAs offered services to these students. These projects had the following advantages over the regular school term projects: more adequate school facilities; better trained instructors; more available equipment and materials; more flexibility of scheduling; fewer curriculum restrictions; more positive community support, and more coordination with community agencies.

Regular school term projects are the third priority of the state migrant programs. Approximately 15,000 migrant students were served in 72 LEAs during the 1980-81 school year. These students were scattered throughout more than 100 separate schools. The mere logistics of delivering supplemental services to eligible students during the regular term is a determining factor of project design. Instructional services were rendered to students by all regular term projects. Each 1981 project used teachers or paraprofessionals (tutors/aides) for supplementary individual or small group instruction in areas of deficiency.

The majority of the projects emphasized remedial reading. Where well established Title I reading projects also served the migrant students, mathematics was a frequent offering. On the basis of needs assessment, projects provided instruction in social science and natural science in their offerings.

All of the local project evaluation reports indicated the successful attainment of a majority of their objectives (see Tables IX and X). This determination was based upon a large number of instruments which were used to document progress. Monitoring reports, achievement test scores, news releases, minutes of meetings, schedules of staff activities, and other instruments were all used to document the attainment of the project objectives.

Analysis of test results indicates an increase in achievement as compared to report gains in previous years.

It is apparent that much emphasis was placed on recruitment and enrollment of children in migrant education regular school term projects during 1980-81. There was an increase in the number of children served during the regular school term. This increase in enrollment was due in part to the initiation of eleven new projects during the year. There were fewer students served during the 1981 summer term than were served during the summer of 1980. This may indicate a need for more intensive recruiting during the summer projects.

During the regular school term some of the instruction was provided within the regular classroom. In most instances, however, the migrant teacher or tutor worked with individuals or small groups of students in areas set aside for this purpose. There was quite a range in the quality of facilities available for these activities -- from shared office space to elaborately equipped learning labs. Lack of suitable instructional space was the most common weakness reported in the program. Occasionally the time required for the tutor to travel between schools was reported as a weakness.

Other problems which were as deterrents to successful programs were the lack of trained personnel to work in the project, the lack of parental interest and involvement in the educational program for the children, the laxity observed in following the procedures and requirements of the Migrant Student Record Transfer System, and the lack of dynamic administrative leadership and support at the local project level.

Some clerks had a tendency to accumulate a large number of student records before transmitting them to the terminal operators. Some records were transmitted with careless errors and incomplete update information on academic and supportive services received by the children.

Factors most often mentioned as project strengths were favorable teacher-pupil ratios, individualized instruction, and the cooperation of other agencies in providing for the supportive needs of the migrant families.

The staff development activities sponsored by the state migrant office were a significant factor in the success of the local projects. During the regular school term, workshops were sponsored to improve the competencies of the teachers and tutors in the areas of reading and mathematics. The summer staff development

efforts concentrated on reading, mathematics and cultural arts.

Other staff development activities sponsored by the state migrant office included sessions for record clerks and project directors in the procedures of the Migrant Student Record Transfer System.

In addition to the state-sponsored workshops, each LEA project included some locally planned in-service education for their staff. The end result of these staff development activities has been the improvement of the local projects and better services to the migrant children who have been enrolled in the program.

The cooperation between the State migrant office and the LEAs is one of the strong points of the program. The service provided through the migrant consultants has resulted in a strong bond between the SEA and the LEAs and an outstanding rapport with local project administrators and school officials. This understanding and cooperation has made it possible to bring about necessary changes in local project designs with a minimum amount of confusion and frustration.

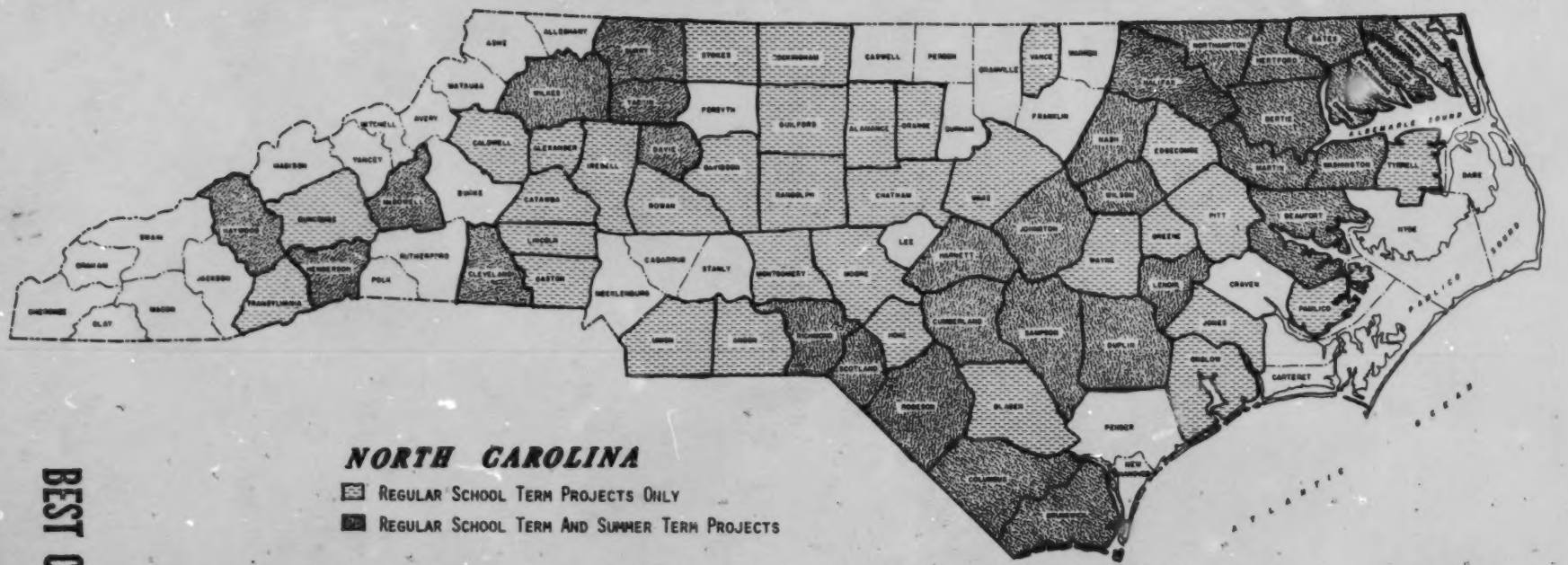
One example of cooperation between the state migrant office and the LEA is through the use of cassette recordings of the highlights of the local evaluation reports. The local staff has an opportunity to respond to the comments made in the evaluation report and file these comments with the state office. This open line of communication and feedback system helps to strengthen the relationships between the SEA and LEA.

Another example of the cooperation between the state migrant office and the LEAs was the support of the State Migrant Parent Advisory Committee. This organization was formed during 1976-77 and has played an important role in gaining parent support for the program since that time.

One of the most significant accomplishments of the state program was the cooperation with other agencies to provide supporting services to the migrant education program. Through this cooperation the Migrant and Seasonal Farm Workers Association provided a limited number of personnel to work in the migrant education programs.

FIGURE I

LOCATION OF MIGRANT EDUCATION PROJECTS



BEST COPY AVAILABLE

CHAPTER I

INTRODUCTION

For several years the evaluation of the North Carolina Migrant Education Program and its individual projects was done cooperatively by the LEA personnel and the state office. The LEA supplied the information on the local projects and the state office prepared both the individual local project reports (approximately 30) and the annual summary evaluation report of the total North Carolina migrant education program. From the very first year of the program involvement of the local project personnel has increased. By 1974 the primary responsibility for evaluating the local migrant projects became the responsibility of the local project directors. These local project evaluation reports were based upon the project objectives and the evaluation design approved in the local project application. The state migrant education section continued its responsibility of preparing the annual evaluation report for the state program.

Although procedures have been subject to change, the goals of the evaluations conducted by the migrant education section have remained nearly constant. The first goal has always been to use evaluation procedures and findings to stimulate improvement in the educational offerings for the migrant children and youth who visit North Carolina. The second goal has been to collect and process all information necessary to fulfill federal and state evaluation requirements.

In previous years a significant number of local project personnel were used to assist in the evaluation of a project other than their own. Although this intervisitation among the projects provided some information which could be used in the evaluation report, its greatest benefits were in the staff development area and in the exchange of program information. Therefore, this practice of intervisitation as an evaluation tool was discontinued in 1975.

Although the total evaluation process is planned to support the first goal of evaluation, the delay in preparation and printing of the final report makes it difficult to implement immediate changes in project operations based upon the published findings. On-site conferences provide immediate feedback to the local project directors, however, and recommendations for strengthening the project may be transmitted even before the evaluation report is completed.

Since there is some delay in the production of the annual evaluation report, and since a very small percentage of the North Carolina project staff members work in the migrant program on a year-round basis, a dissemination technique was needed so that all staff members would have the opportunity to become aware of the results of the project evaluation without an extended delay. Since 1972, this need has been satisfied through the use of cassette tapes. A tape containing the highlights of the project evaluation is delivered to the local project director or LEA contact person who then assembles those members of the migrant staff who were employed in the migrant project. They listen to the tape and record their own reactions to the evaluation report. This procedure aids in dissemination of information and provides feedback to the state office.

The LEA project director has ultimate responsibility for collection of much of the evaluation data which is required in order to satisfy regulations and guidelines. Consequently, each director is responsible for the accurate completion of enrollment forms, migrant student record transfer system information, test data, and the annual project evaluation report. This information is submitted to the state migrant education office where information is summarized and data is analyzed. Copies of the annual state evaluation report, along with appropriate documentation, are bound and submitted to the U. S. Office of Education upon request.

CURRENT EVALUATION PROCEDURES

The first step in planning for the state program evaluation was the development of a set of state program objectives. This set of objectives supports the national program goals of migrant education while specifically reflecting North Carolina emphasis. The local project objectives included in the local project applications were developed in harmony with the state program objectives while reflecting specific local emphases and project activities.

The consultants who assisted the local project personnel in the preparation of their project applications emphasized two standards for LEA objectives: (1) local project objectives should be supportive of the state objectives, and (2) they should be measurable by an objective instrument or a recognized subjective technique.

The local project evaluation reports were prepared by the local project directors who submitted them to the state migrant office. The assigned state consultant for each project reviewed the evaluation report and other information on file in the state office relating to the project. A judgement was made as to the degree to which each project objective was achieved and this judgement was compared with that contained in the local evaluation report. Any discrepancies between the two assessments were noted.

During the operation of the summer migrant projects, the state conducted a full-day on-site visit to each project during the peak operation periods. These evaluation visits were conducted by the state consultants, and findings made during the visits were shared with the project staff.

The annual state evaluation report was prepared after collecting appropriate data from the Migrant Student Record Transfer System and reading and processing all available information from local projects. Among the most significant sources of information were project evaluations, test data and monitoring reports. As in previous evaluations, the basis for the evaluation was the comparison of program (and project) outcomes with the objectives approved in the project applications.

Attainment of the state objectives is dependent, at least in part, upon the successful attainment of the objectives of the local projects. Attainment of the state objectives is described in Chapter II.

INTERAGENCY COOPERATION

A part of the effort to serve migrant children North Carolina is the cooperation of the State Education Agency with other agencies which have responsibilities for serving migrants. The Division of Migrant Education is represented on the State Advisory Committee on Services to Migrants. This organization meets six times a year for the purpose of sharing information and planning effective, cooperative activities within the respective roles of each member agency in order to meet more effectively the needs of the migrant families who come to North Carolina to harvest our crops. The director of the state migrant education program serves as a member of this interagency committee.

NATIONAL PROGRAM GOALS

Goals for the national migrant education program are based on legislative mandates to establish or improve supplemental programs of instruction and supportive services for the children of migratory workers in agriculture and fishing. The mobility of migratory children requires agreement among states in the development of comprehensive national goals. Each state is responsible for developing a state plan for migrant education which reflects the national programs and projects among the states. Local project objectives provide a base for project activities which fulfill state objectives and national goals.

The national goals for migrant education assist the states in the development of their individual plans for migrant education in keeping with requirements of the migrant program regulations. They are extremely important in assuring educational continuity and coordination and provide the foundation for the total operation of the migrant education program. State objectives developed with these goals in mind, and the activities of the local migrant projects lend their support to them.

The following is a statement of the national goals for migrant education. The State Education Agency will provide:

1. Specifically-designed curricular programs in academic disciplines and vocational education based upon migrant children's assessed needs.

2. Success-oriented academic programs, career options and counseling activities, and vocational skill training that encourage migrant children's retention in school and contribute to success in later life.

3. Communication skills programs which utilize migrant children's linguistic and cultural backgrounds.

4. Supportive services that foster physical and mental well-being, when necessary for migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional, and psychological services.

5. Programs developed through interagency coordination at the federal, state and local levels.

6. A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of the migrant children's academic and social skills.

7. Staff development opportunities that increase staff competencies in the cognitive, psychomotor and effective domains.

8. A component to properly identify and enroll all eligible migrant children.

9. Preschool and kindergarten programs designed to meet migrant children's developmental needs and prepare them for future success.

10. For the establishment of dissemination policies and procedures for the development and evaluation of dissemination materials which will promote an awareness of:

    A. Program intent;

    B. Intra-and interstate program development;

    C. Contribution of migrants to the community; and

    D. Total effect of the program.

11. Assurance that sequence and continuity will be an inherent part of the migrant child's total education program through:

    A. The development of a system to facilitate the exchange of methods concepts, and materials; and

    B. The effective use of the MSRTS for inter-and intrastate communication in the exchange of student records.

STATE OBJECTIVES

In developing projects at the local level, each LEA is free to establish its own project objectives, but is held responsible for supporting the state objectives which are as follows:

1. During the 1980-81 program year the SEA will assist in the identification and enrollment of migrant children and youths in the migrant education projects as indicated by a record of student enrollment and the establishment of at least 10 new projects.

2. During the 1980-81 program year the SEA will assist in the development of programs of instruction in the academic disciplines according to the assessed needs of migrant children as indicated by a record of technical assistance provided to the LEAs.

3. During the 1980-81 program year the SEA will promote activities designed to advance the migrant child's social growth and group interaction skills as indicated by the inclusion of these activities in at least 50% of the local projects.

4. During the 1980-81 program year the SEA will provide for a program of supporting services in the areas of medical, dental, nutritional, and social services for migrant children as indicated by the inclusion of these activities in at least 50% of the local projects.

5. During the 1980-81 program year the SEA will provide technical and consultant services in the planning, operation, and evaluation of the local migrant projects as indicated by a record of at least two monitoring visits to each local migrant project.

6. During the 1980-81 program year the SEA will provide for the extension of total services to migrants through interagency cooperation and coordination as indicated by a record of participation in at least two cooperative projects with other agencies and organizations.

7. During the 1980-81 program year the SEA will provide supplementary programs of instruction to improve the occupational skills of migrant youths as indicated by the inclusion of these activities in at least 25% of the local migrant education projects.

8. During the 1980-81 program year the SEA will promote the active involvement of migrant parent advisory councils in the local migrant education projects as indicated by a record of at least two meetings of the State Migrant Parent Advisory Committee.

9. During the 1980-81 program year the SEA will cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System as indicated by a record of at least 90% accuracy in transmittals by the MSRTS terminal operators.

10. During the 1980-81 program year the SEA will provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and inservice education as indicated by a record of at least 5 workshops conducted by SEA personnel.

11. During the 1980-81 program year the SEA will promote interstate cooperation and program continuity for migrant children as indicated by participation in at least 3 national or regional program activities.

12. During the 1980-81 program year the SEA will provide opportunities for supporting personnel to improve their competencies through appropriate training as indicated by a record of at least 3 staff development activities.

13. During the 1980-81 program year the SEA will evaluate the academic and social progress of migrant children in the local projects on the basis of objective and subjective data as indicated by a summary of test data attached to the State Annual Evaluation Report.

14. During the 1980-81 program year the SEA will promote fiscal management procedures commensurate with legislative requirements and program guidelines as indicated by information derived from the state consultants' monitoring reports.

15. During the 1980-81 program year the SEA will provide for appropriate dissemination of program information as indicated by the publication and distribution of at least 2 newsletters.

PRIORITIES OF THE STATE PROGRAM

The priorities of the state migrant education program are as follows (listed in descending order):

1. Program continuity

2. Summer programs for interstate and intrastate migrants

3. Regular school term programs for interstate and intrastate migrants

4. Staff development activities

5. Migrant Student Record Transfer System

6. Programs for formerly migratory children

CLASSIFICATION OF MIGRANTS

For purposes of this report the migratory children are classified as interstate, intrastate and formerly migratory. These categories of migratory children are defined as follows:

INTERSTATE MIGRANT - A child who has moved with a parent or guardian within the past year across state boundaries in order that the parent, guardian or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

INTRASTATE MIGRANT - A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that the parent, guardian or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

FORMERLY MIGRATORY CHILD - A child who has been an interstate or intrastate migrant as defined above but who, along with his parents or guardian, has ceased to migrate within the past five years and now resides in an area in which a program for migratory children is provided.

IDENTIFICATION AND RECRUITMENT

Identification and recruitment of students for migrant education projects is

extremely important. Adequate time for travel and an aggressive school employee seem to be key ingredients. In many projects the Rural Manpower Service representative is quite helpful. It should be recognized, however, that many eligible migrants are not associated with crews which are registered with the Rural Manpower Service. In these cases it is the responsibility of the LEA to use any or all of the other resources available to recruit and enroll the eligible migrant children. Since there are no guarantees that excellent recruitment efforts will result in enrollments, it is necessary to emphasize recruitment on all occasions.

PROGRAM DEVELOPMENT

Prior to the beginning of the 1980-81 school term and again before the beginning of the 1981 summer migrant project, state migrant education consultants and the local education agencies having or expecting an influx of migrant children made a survey within the LEAs and gathered data from available sources in the local unit to determine the number of eligible migrant children who might be enrolled in an educational program. After this information was compiled, a consultant from the Division of Migrant Education met with LEA personnel and assisted in developing the project proposals to be carried out by the local units. The project activities were based upon an assessment of the needs of the migrant children identified, programs already in operation in the LEA which had a bearing upon these needs, and availability of personnel to conduct a successful project. Objectives for each project were developed so that a measure of the impact of the migrant education project could be determined.

Development of the project application included consideration of evaluation design and plans for disseminating project information.

Regular school term projects were developed so that they would supplement the services which were available to the migrant children from the regular state supported school operations, local sources and other federal programs. Activities were planned to meet the special needs of the migrant children which were not being fully met.

Summer projects for migrant children were generally the only school programs in operation during the summer months. Accordingly, they could focus directly on the most urgent needs of the migrant children. They emphasized language arts and mathematics but also provided experiences and activities in cultural enrichment, development of positive self-image and the improvement of physical health and emotional maturity.

STATE PROGRAM MANAGEMENT

After the project activities and project budget were developed, the application was submitted to the state migrant office where it was reviewed by the fiscal affairs section and an educational reviewing committee. Modifications were made if necessary and the applications were approved and funded. The review and approval of the project in the state migrant office was generally accomplished within a few days from the date the project was received.

The resulting basic pattern of services to migrant students was relatively stable. The instructional services in both regular term and summer projects were responsive to the identified needs of the migrant children. Regular school term projects always supplemented the state curriculum and were generally planned while keeping in mind Title I services available to eligible migrants. Summer projects were considerably more inclusive, especially in the area of supportive services. Vocational training and exposure to career information formed the core of summer school offerings for migrant students of secondary school age.

During the operation of the projects by the local school officials, a consultant from the Division of Migrant Education with assigned responsibilities made periodic monitoring visits to the LEA. For summer term projects there was one monitoring visit in each project, and each regular school term project was monitored at least three times. The purpose of the monitoring visits was to check on the effectiveness of recruiting efforts, review administrative requirements and procedures, evaluate the instructional program, and encourage the use of all available resources in providing for the needs of the migrant children.

During the 1980-81 school year, migrant education projects were conducted in seventy-two (72) local school administrative units (see Table I). Of these, thirty-eight (38) did not operate summer migrant education projects for various reasons; insufficient concentration of migrants in the area during the summer, lack of available qualified staff, etc.

NEW PROJECTS

In 1981, the joint LEA-SEA surveys resulted in the establishment of eleven new projects. Some of the areas showed no concentration of migrant families; in others there were strong indications that significant numbers of migrants were or would be in the area. In some instances, the state migrant education office was unable to prevail upon the local school officials to establish a program to serve the eligible children. Figure I indicates the effectiveness of the surveys in identifying the presence of migrant children and establishing projects to serve them.

The eleven new projects developed in North Carolina this year resulted from LEA-SEA surveys. Projects were planned, funded and initiated in Alexander, Caldwell, Catawba, Currituck, Davidson, Davie, Gaston, Iredell, Pamlico, Transylvania, and Wilkes counties.

STAFF DEVELOPMENT

The state of North Carolina was represented at the East Coast Regional workshop in Cherry Hill, New Jersey in February, 1981. Individuals at this workshop participated in activities designed to provide interstate continuity in the education of migratory children and greater efficiency in the administration of migrant education programs. North Carolina migrant education program personnel presented eight different topics during sixteen of the sessions at this regional workshop.

One of the staff development efforts undertaken by the State migrant office was the upgrading of teaching skills in reading and mathematics. Two workshops in each subject area were conducted by subject matter specialists. More than two hundred teachers and aides attended these workshops which were conducted in Fayetteville and Williamston.

The staff development activity which affected the greatest number of migrant staff members in North Carolina was the three-day workshop conducted at Fayetteville, North Carolina. More than 400 professional and para-professional local migrant project staff members from the LEAs conducting summer projects were in attendance. The workshop emphasized the procedures for entering skills on the students' transfer records and the identification and recruitment of eligible migrant children into the projects. Instruction was also provided in the teaching of reading, mathematics and the cultural arts.

The workshop was planned by the State migrant staff with consultant help from local project personnel. Specialists and consultants from the Migrant Student Record Transfer System, were used as consultants and discussion leaders in the workshop.

The state migrant staff evaluated the effectiveness of the workshop. It was the opinion of the staff, based upon their own observations and the reactions and comments from workshop participants, that the workshop was an outstanding success. The summary of responses by program participants on the effectiveness of the summer workshop also demonstrates the success of this staff development effort. Six-hundred eighty-one (681) evaluation questionnaires relating to the workshop sessions were returned to the state evaluator. Of the 8,172 responses on these questionnaires there was a total of 53 negative responses. These 53 negative responses amounts to approximately .6 of 1%.

STATE PROGRAM EMPHASIS

The state migrant office continues to give attention and supervision to program management, local surveys to identify migrant children, monitoring of local projects, staff development activities, parent advisory committee functions, and assessment of administrative effectiveness. Efforts and attention in these areas have resulted in the most effective migrant program ever to be conducted in North Carolina.

BEST COPY AVAILABLE

CHAPTER II

FINDINGS

CHILDREN SERVED

During the 1980-81 school year migrant education projects were operated in 72 local educational agencies. These projects enrolled 2,452 interstate migrants, 1,975 intrastate migrants, and 11,255 formerly migratory students.

Thirty-four local education agencies operated migrant education projects during the summer of 1981. Enrollment in these programs included 1,534 interstate migrants, 439 intrastate migrants and 2,881 formerly migratory students.

Of the 20,536 children served under this program during the 1981 fiscal year 3,986 were interstate migrants, 2,814 were intrastate migrants and 14,136 were formerly migratory. Enrollment figures indicate that a larger percentage of interstate migrants were served during the summer, and enrollment of intrastate migrants was higher during the regular school term. Secondary school enrollments were higher during the regular school term. This is probably because the secondary school youths are involved in farming operations during the summer and choose not to enroll in a school program.

Information extracted from the state testing program indicates that during the regular school term, approximately 53.1% of the migrant children were black, 38.2% were white, 6.6% were American Indians and 2.1% were Hispanic (See Figure IV). None of these children were enrolled in non-public schools. All the migrant education projects in North Carolina were operated through the public school system.

GRADE PLACEMENT

Grade placement for secondary school students in summer migrant projects was no problem since the activities were essentially ungraded. Students from ages 14 to 20 received the same vocational and cognitive instruction. In the regular school term programs the children in both the elementary and secondary schools were placed in classes with other children according to their ages and previous progress as indicated by school records or assessments conducted by the teacher.

During the summer projects the local project administrators generally placed the elementary school children in groups based upon age, physical maturity and emotional development according to the teacher's best judgement and available records. Since the instruction in the summer projects was largely individualized, there was considerable range in grade placement, and instruction within each group was based upon age, remedial needs, physical development and peer associations.

INSTRUCTIONAL ACTIVITIES

Projects were conducted for migrant children at both the elementary and secondary schools levels. While most of the regular school term programs were directed toward elementary school children, there were a few secondary school students enrolled in the programs. Instruction for these students was directed primarily toward meeting their specific needs as identified in the individual needs assessment.

The emphasis in the regular school term projects was in supplementing and reinforcing instruction in language arts and mathematics for elementary school children. Supportive services in these projects were held to a minimum since these needs were generally taken care of through other sources of funding. A minimal amount of health and social services were provided, however, when other sources of funding were inadequate or unavailable.

During the regular school term the instructional phase of the migrant projects was essentially tutorial in nature. Teachers and aides were employed to work with the migrant children on an individual basis. The classroom teacher assessed the deficiencies of migrant children and prescribed, sometimes in combination with the migrant teacher, the instruction to be performed by the tutor.

As far as possible, the summer term projects were planned so that they would meet the primary instructional needs of the students as well as their secondary supportive needs. Secondary school students were involved in prevocational and occupational instruction, while the primary emphasis in the elementary school was in language arts, reading and mathematics. All projects recognized the need for recreation and the improvement of self-image.

During the summer migrant projects the instruction varied from tutorial to large group activities. The summer migrant projects were conducted at school sites and the children were transported to the school in school buses. Most of the instruction was in small groups or on an individualized basis. Some activities were suited to large group instruction.

COORDINATION WITH OTHER SCHOOL PROGRAMS

In the regular school term projects there was considerable coordination between the migrant project activities and other school programs. Since migrant projects are typically small, Title I directors are often responsible for the coordination and administration of the migrant program. Title I also supports the migrant program through the local inservice activities as well as health services when these services are provided by Title I. In all projects the locally funded supporting services are available to the migrant students.

Except for migrant education projects, summer school operations are relatively rare in North Carolina. Three projects, Camden County, Haywood County, and Pasquotank County did operate Title I Programs and Wilkes County operated a community schools program. Basically, however, program coordination during the summer was limited to the provision of facilities, equipment, and materials, and the involvement of the school principals and other personnel who are employed for 12 months.

SUPPORTING SERVICES

During the regular school term, supporting services were severely limited because of the emphasis on instruction to supplement existing programs and the conscious effort not to supplant any available services with migrant funds.

Summer migrant projects were generally the only activities in operation in the LEA's, making it necessary for the migrant project to place more value on the supporting services required in order to make the project successful. In most cases the summer migrant projects provided transportation, food services and recreation. A few of the projects also provided some clothing. In some cases the clothing was donated by social service organizations and in other cases it was purchased with project funds.

One of the state services which supported the successful operation of the migrant program was the record transfer system. Each LEA participated in the system by sending student data to the teletype terminal operators for transmission to the Migrant Student Data Center in Little Rock, Arkansas.

The Northeast Regional Education Center served as a support base for the migrant education projects. In addition to serving as the teletype terminal location for the Migrant Student Record Transfer System, it also served as a repository for professional education films which were available on a free loan basis to LEAs for use in their migrant education staff development efforts.

The purchase of equipment under the migrant project was held to a minimum. Only that equipment which could be shown to be essential to the success of the instructional program was approved for purchase. Each LEA was required to maintain an inventory of equipment purchased under previous migrant projects. Title to all equipment was with the state migrant office, and it was understood that items of equipment would be transferred from one LEA to another when they were no longer used for the purpose for which they were intended in the LEA which purchased them.

COORDINATION WITH PROGRAMS OF OTHER AGENCIES

Throughout the migrant education projects in North Carolina there was a high degree of coordination and cooperation with other agencies. This was strongly encouraged through the regular meetings of the State Advisory Committee on Service to Migrants. During 1981 the state migrant office was represented on this statewide interagency coordinating committee. Other agencies represented on this committee and a brief description of the services they provided to migrant families are as follows:

Farmers Home Administration - Provides supervised credit to improve farm dwellings and promote economic development of the rural population.

U. S. Department of Labor, Wage and Hour Division - Administers federal wage and hour law and provides for enforcement of the Farm Labor Contractor Registration Act.

N. C. Employment Security Commission, Rural Employment and Training Service - Provides job development, job placement and improvement of employability skills.

N. C. Agricultural Extension Service - Provides educational programs in agricultural production, marketing, family living and community resource development.

N. C. Human Relations Council - Serves as an advocate of migrant families in promoting progress toward a life of equal opportunity, justice and dignity.

N. C. Department of Community Colleges - Provides basic adult education and occupational skill training for migrants and crew leaders and English as a second language to those who have little or no English-speaking ability.

N. C. Department of Human Resources, Migrant Health Service - Provides out-patient and in-hospital care to migrant farmworkers and their families.

N. C. Department of Human Resources, Sanitary Engineering Division - Acts as the enforcement agency for the act regulating the sanitation of farm labor camps.

N. C. Department of Human Resources - Division of Mental Health - Provides in-patient, out-patient, educational and consultant services in mental health.

N. C. Department of Human Resources, Division of Social Services - Provides assistance in meeting the basic financial and social needs of eligible clients.

N. C. Department of Human Resources, Division of Vocational Rehabilitation - Provides assistance to physically or mentally handicapped in returning to gainful employment.

N. C. Department of Justice, Office of Attorney General - Renders legal assistance in the drafting of legislation relating to migrant workers.

N. C. Department of Labor - Administers the Occupational Safety and Health Act of North Carolina and coordinates a wide range of programs of inspections, education and consultant services.

N. C. Department of Natural and Economic Resources and Community Development - Assists in formulating statewide employment and training policies and administers programs under the CETA legislation.

N. C. Department of Agriculture - Food Distribution Division - Makes food service programs available to eligible groups and individuals.

N. C. Economic Opportunities Office and Community Action Agencies - Provides information and technical services to community action agencies which renders service to individuals in the areas of self-help housing, day care, counseling, consumer education, job development, job placement and follow-up.

Church Women United In North Carolina - Contributes health kits, sheets, blankets and clothing to migrants and employs seminarians to provide chaplaincy services for them.

Migrant and Seasonal Farmworkers Association - Provides for vocational training, work experience, manpower service and a wide range of support services to migrants and seasonal farm workers.

N. C. State AFL-CIO - Works through its local community service committees to provide counseling, information, legislative program support and assistance in assuring that migrants are accorded their legal and civil rights.

In addition to the member organizations of the State Advisory Committee on Services to Migrants, its meetings are regularly attended by representatives from the Governor's office and personnel from local migrant councils and local community action agencies.

STAFF UTILIZATION

The regular school term migrant education projects in 72 LEAs employed a full time equivalent of 378.72 staff members. The pattern of staffing is indicated by Table VI. The summer projects for migrant children involved a total of 584.92 full-time equivalent staff positions. The numbers and responsibilities of the program staffs of the summer migrant projects are indicated on Table VII. Figures on these tables represent both full-time and part-time positions and are reduced to full-time equivalent staff positions. Non-professional supporting personnel such as bus drivers, janitors and lunchroom workers have been included in these tables.

Table VIII provides information on the instructional staff-pupil ratio for the 34 summer projects. Teacher-pupil ratios are not reported for regular school term projects as they could be very misleading without a consideration of schedules and pupils contact times.

COMMUNITY INVOLVEMENT

Community involvement in the regular school term migrant projects showed a marked increase over past years. This is attributed to several factors,

including the activities of the State Migrant Parent Advisory Committee and the impact that this committee had on the local projects.

Another factor which has resulted in effective community involvement is the assignment of the responsibility for making home visits to a member of the migrant project staff. Where the local project charged one or more persons with this responsibility, home-school coordination, recruitment and general community interest in the project has been improved.

Nurses, home-school coordinators, liaison aides, social workers, supervising principals, instructional personnel and individuals from other agencies serving migrants played an important part in soliciting involvement from the community agencies as well as cooperation from the parents of the migrant children.

During the summer projects in 1981, several of the local projects took advantage of the availability of personnel from community agencies. They used these personnel to assist in carrying out the instructional and supporting phases of the programs. These aides worked under the supervision of the LEA project director, performing their duties as full-fledged staff members. This was an outstanding example of interagency coordination and cooperation.

Also, during the 1980-81 program year the migrant education section cooperated with the Migrant and Seasonal Farm Workers Association by providing for the record keeping requirements of their day care centers through the already established Migrant Student Record Transfer System.

Local advisory committees have been established in each area served by a migrant education project. The State Advisory Committee assisted the local councils in their work through annual regional or statewide meetings. More than 150 parents and representatives of the local projects were in attendance at the State Migrant Parent Advisory Council in October, 1980. Information was shared and plans developed that enabled each agency to use its resources to the maximum benefit of the greatest number of migrants.

Field trips served as one medium for encouraging parent and community involvement in project activities. The use of volunteers from the community on field trips had some tendency to carry over into other aspects of the program.

Some of the summer migrant projects had excellent community involvement as indicated by the number of adult volunteers other than migrant parents who donated their services to making the local project a success. These volunteers served as instructors, instructional aides, lunchroom workers or as resource individuals to enrich the experiences of the migrant children.

INTERSTATE PLANNING

One of the activities which indicates the interstate coordination of the North Carolina Migrant Education Program with similar projects and programs in other states was the Eastern Regional Migrant Education Conference held in Cherry Hill, New Jersey. The State Director of Migrant Education served on the program

planning committee for this conference which brought together migrant program personnel from 21 states, and two members of the state migrant staff served as program presenters during the conference. In addition to this involvement, personnel from local projects presented workshop sessions during the conference.

Each LEA operating a migrant education project complied with all regulations and procedures of the National Migrant Student Record Transfer System.

National conferences for State Directors and other program personnel were conducted during the year and were of some value in publicizing program information and administrative requirements. The State Director participated in these conferences and disseminated relevant information from them within the state.

Interstate planning and cooperation is also demonstrated by the fact that the director of the North Carolina migrant education program served as President of the National Association of State Directors of Migrant Education.

PROGRAM STRATEGIES AND ATTAINMENT OF STATE OBJECTIVES

An attempt has been made to state the goals and objectives of the state migrant education program in specific and measurable terms. Each stated objective was attained to a greater or lesser extent. Progress toward meeting these objectives is evident by the reports of monitoring visits to the LEAs by the state migrant consultants. These regular monitoring visits by the state consultants along with the activities sponsored and conducted by the state migrant education office is the basis for the judgement that each state objective was met as indicated below.

There were many strategies included in carrying out the functions required to meet the state objectives. These strategies were developed into a calendar of activities and projected over the fiscal year.

The review of the 1979 State evaluation report by the U. S. Department contained a suggestion that the strategies used to achieve the objectives of the state program might be placed in closer proximity to the objectives. As a result of this suggestion the state evaluator revised the reporting format so that the statement of the objective is followed by (1) the strategies used to achieve the objective and (2) a statement relating to the degree of attainment of the objective along with a brief statement upon which the attainment of the objective was based. This revised format was used in the 1980 State Evaluation report and is continued in this report for 1981.

The state program objectives, strategies planned to meet the objectives and the progress made in attaining the goals set forth in the objectives are as follows:

Objective 1: *During the 1980-81 program year the SEA will assist in the identification and enrollment of migrant children and youths in the migrant education projects as indicated by a record of student enrollment and the establishment of at least 10 new projects.*

Strategy: Assisting in the identification of migrant children - Each of the state consultants assisted in the identification and recruitment of migrant children throughout the year. One staff member devoted a major portion of his time to this function.

Achievement of the objective: This objective was fully attained as indicated by the identification and enrollment of 20,535 children in the migrant education projects during 1980-81. Of this number, 1,621 were enrolled in one of the 11 new migrant education projects which were established during the program year.

Objective 2: During the 1980-81 program year the SEA will assist in the development of programs of instruction in the academic disciplines according to the assessed needs of the migrant children as indicated by a record of technical assistance provided to the LEAs.

Strategy: Providing technical assistance to the LEAs - This responsibility was carried out by the state program director and four state consultants. Technical assistance was provided throughout the year as required.

Achievement of the objective: This objective was fully met as indicated by the fact that the state migrant consultants worked with LEA personnel in the development of 72 projects during the regular school term and 34 projects during the summer which offered instruction in the basic disciplines.

Objective 3: During the 1980-81 program year the SEA will promote activities designed to advance the migrant child's social growth and group interaction skills as indicated by the inclusion of these activities in at least 50% of the local projects.

Strategy: Reviewing project applications - The review process for regular school term and summer project applications was accomplished in April, and May. Appropriate program components were suggested if they were not included in the project application during the planning stages.

Achievement of the objective: This objective was fully met as indicated by the inclusion of activities in 64 of the local projects which were designed to advance the migrant child's social growth and group interaction skills.

Objective 4: During the 1980-81 program year the SEA will provide a program of supporting services in the areas of medical, dental, nutritional and social services for migrant children as indicated by the inclusion of these activities in at least 50% of the local projects.

Strategy: Assisting in the planning of the regular school term projects and the summer term projects - This strategy was carried out by the state program consultants during April and May.

Achievement of the objective: Twenty-eight of the 72 regular school term projects and twenty-six of the thirty-four summer term migrant projects included health and social services as one of their activities. Therefore, this objective was fully met.

Objective 5: During the 1980-81 program year the SEA will provide technical and consultant services in the planning, operation, and evaluation of local migrant projects as indicated by a record of at least two monitoring visits to each local migrant project.

Strategy: Monitoring LEA projects - This strategy was carried out throughout the year. Each regular school term project was visited at least three (3) times by a state consultant and each summer term project was monitored at least once.

Attainment of the objective: Because of the travel restrictions which were placed on the program consultants, this objective was only partially met. Only one monitoring visit was made to each of the 34 local summer projects. Approximately 300 monitoring visits were conducted in the local migrant projects by the migrant consultants. On each of the monitoring visits by a state consultant the project records and reports were checked; certification of eligibility forms were reviewed; attention was given to the coordination of the migrant project with other school programs; parent advisory committee involvement was noted; recommendations for improving the operation of the project or keeping it functioning according to the project proposal were made; and technical assistance was given in the operation of the project.

Objective 6: During the 1980-81 program year the SEA will provide for the extension of total services to migrants through interagency coordination and cooperation as indicated by a record of participation in at least two cooperative projects with other agencies and organizations.

Strategy: Cooperating with other agencies - This strategy was carried out throughout the program year.

Attainment of the objective: This objective was fully met. Throughout the year the program director served as vice-chairman of the N. C. Advisory Committee on Services to Migrants. This committee is composed of representatives of many of the state and local agencies of government and private non-profit organizations which provide services to migrants.

The Division of Migrant Education is also represented on the North Carolina Council of Churches Migrant Project and cooperates with that organization in the delivery of services to migrant families.

A description of other interagency activities is included in this evaluation report under COORDINATION WITH PROGRAMS OF OTHER AGENCIES (p. 13).

Objective 7: During the 1980-81 program year the SEA will provide supplementary programs of instruction to improve the occupational skills of migrant youths as indicated by the inclusion of

these components in at least 25% of the local migrant education projects.

Strategy: Assisting in planning the regular school term projects and the summer term projects - This strategy was carried out during April and May of 1981.

Attainment of the objective: Analysis of the project information available in the state migrant office indicates that this objective was only partially met. Twenty five percent of the local migrant projects did not have an occupational component in them. During the summer program the percentage of LEAs offering this kind of instruction approached 25% when eight of the 34 units or twenty three and one half percent (23.5%) included occupations among their offerings. Since the instructional program during the regular school term is supplementary to the on-going program in the school, there was not a significant number of students who were identified as having unmet needs in the area of occupational instruction.

Objective 8: During the 1980-81 program year the SEA will promote active involvement of parent advisory councils in the local migrant education projects as indicated by a record of at least two meetings of the State Migrant Parent Advisory Council.

Strategy: Planning workshops for migrant parents - This strategy was carried out in October, 1980 and April, 1981.

Attainment of the objective: This objective was fully met. Two meetings of the State Migrant Parent Advisory Council were held during the program year. At these meetings the parents were involved in learning activities which would enable them to become actively involved in their local projects. One group of parents demonstrated how to make puppets, write scripts and become actively involved in the learning activities with their children through the use of puppets. Other topics at these workshops included group activities on how children learn.

Objective 9: During the 1980-81 program year the SEA will cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System as indicated by a record of at least 90% accuracy in transmittals by the MSRTS terminal operators.

Strategy: Supervising MSRTS transactions in North Carolina - This responsibility was carried out throughout the year. The MSRTS operations were under the supervision of one of the state consultants and were carried out by four teletype terminal operators. All state consultants monitored this aspect of the program at the LEA level.

Attainment of the objective: This objective was fully met. Records from the Migrant Student Data Center in Little Rock indicate that more than 43,311 transmittals were processed through the system during the program year. There were 3,905 errors detected in these transmittals. This is an accuracy of 90.98%, which exceeds the expected performance in this area.

Objective 10: *During the 1980-81 program year the SEA will provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and inservice education as indicated by a record of at least 5 workshops conducted by SEA personnel.*

Strategy: Planning and conducting preservice and inservice workshops - Five major workshops were planned and conducted during the year.

Attainment of the objective: This objective was partially met. Because of travel restrictions and other restraints placed upon the migrant program staff it was possible to conduct only three staff development workshops in the area of teaching techniques.

Planning mathematics and language arts workshops was a major activity which was carried out by the state migrant staff and representatives from LEAs during September and October. The two resulting reading workshops were conducted in November. Outstanding educators from LEA's in North Carolina and consultants from other states were used as program presenters in these workshops.

Planning summer staff development activities began in March. Division directors in the Department of Public Instruction participated in this planning along with members of the state migrant staff and representatives from the LEAs. The resulting workshop in June, 1981 was the highlight of the staff development program sponsored by the state migrant education program.

Objective 11: *During the 1980-81 program year the SEA will promote interstate cooperation and program continuity for migrant children as indicated by participation in at least 3 national or regional program activities.*

Strategy: Participating in regional and national program activities - These activities were planned during the time that the State Plan was being developed.

Attainment of the objective: This objective was fully met. State migrant education personnel were represented at the National Migrant Education Conference at Chicago, Illinois, the East Coast Regional Workshop in Cherry Hill, New Jersey and at the State Directors meeting in Silver Springs, Maryland. The State Director served as a member of the program committee for the National Migrant Education Conference at Phoenix and is President of the State Directors of Migrant Education.

Objective 12: *During the 1980-81 program year the SEA will provide opportunities for supporting personnel to improve their competencies through appropriate training as indicated by a record of at least 3 staff development activities.*

Strategy: Conducting staff development activities for supporting personnel - This strategy was carried out in 4 major workshops and on an individual basis with project personnel as the need arose.

Attainment of the objective: This objective was fully met. At the same time that the two reading and mathematics workshops were conducted for instructional personnel, supporting personnel working in the area of recruitment, and student records were given instruction on these supporting areas. Sessions were also planned for program administrators, recruiters, record clerks, social workers and nurses at the summer workshop conducted in June.

In addition to the group activities for recruiters and record clerks which were provided at the workshops, individual instruction and training was given to the local project personnel as the need arose. A special workshop for recruiters and record clerks was also conducted for personnel involved in these areas. Recruiters and record clerks in new projects participated in special training programs as the project was initiated.

Objective 13: *During the 1980-81 program year the SEA will evluate the academic progress of the migrant children and the effectiveness of the local migrant projects on the basis of objective data generated at the local project level as indicated by summaries of test data which will be attached to the State Annual Evaluation Report.*

Strategy: Reviewing local project evaluation reports - This was done by the state evaluator during July, August and September, 1981.

Attainment of the objective: This objective was fully met. The local project evaluation reports submitted to the state migrant office were reviewed by the state program evaluator and the state consultant who worked with the projects. A judgement was made regarding the degree to which each project objective was attained.

The results reported in this annual program evaluation which will be transmitted to the U. S. Education Department are based upon all information and documentation available to the state migrant program evaluator, including a summary of scores derived from the statewide testing.

Objective 14: *During the 1980-81 program year the SEA will promote fiscal management procedures commensurate with legislative requirements and program guidelines as indicated by information derived from the state consultants' monitoring reports.*

Strategy: Monitoring the fiscal operations of the local projects - This function was carried on throughout the year.

Attainment of the objectives: This objective was fully met. The state migrant consultants assisted the local school officials in the development of the local project applications and in the development of a budget to support the project activities. During the regular school term the consultants monitored the operation of each local project three times during the regular school year and once during the summer to assure that the project was being carried out according to the approved project application and all other program and fiscal requirements. Fiscal operations were monitored on the occasion of each monitoring visit and a written report of the monitoring visit

was sent to the LEA officials.

Objective 15: During the 1980-81 program year the SEA will provide for appropriate dissemination of program information as indicated by the publication and distribution of at least 2 newsletters.

Strategy: Gathering and organizing newsworthy events and project reports. This activity was carried on throughout the year.

Attainment of the objective: This objective was fully met. During the program year the state migrant staff collected and reported some of the newsworthy happenings in the state. Migrant Matters, a periodical newsletter, was published twice during the year. One edition provided highlights of the outstanding features of the local projects and one dealt with the growth and expansion of the state migrant education program.

Other dissemination efforts included the distribution of a slide-tape program developed cooperatively with the National Education Association and the North Carolina Association of Educators and a brochure entitled Priorities and Objectives for Migrant Education.

At the local level the program was given considerable coverage by newspapers. Also, several radio and television stations made announcements about the program and produced documentary programs for feature broadcasts.

LOCAL PROJECT OBJECTIVES

The migrant education projects were supplementary in nature and were directed specifically toward those needs of the migrant students which were not being met adequately in the regular school program. Ninety-five (95) of the 106 regular school term and summer projects included an objective relating to improvement in language arts; ninety-two (92) included mathematics in their projects; sixty-four (64) included an objective relating to student's social adjustment and fifty-four (54) included a health service objective. Among the other objectives during the regular school year were those relating to parent involvement, staff development, natural science and social studies.

There continues to be improvement in the statement of objectives in the project proposals. This can be attributed to insistence by the state consultants that the LEAs include measurable objectives relating to all phases of project operations in the project proposals. The evaluation of each project was based upon the set of objectives in the project application. All of the local project objectives were supportive of the state program objectives. In addition to specific performance objectives in each instructional area, the projects included objectives relating to staff development, dissemination of information, clerical responsibilities, project evaluation, fiscal reporting, parent advisory council activities, health services, recruitment, social growth, and community involvement.

Objectives for both the regular school term and the summer term were the primary basis for evaluating the success of each LEA project. A judgement was

made on each objective in each project as to the degree of attainment. Every available source of information bearing upon the objective was used in making this judgement. The most heavily relied upon document was the local evaluation report prepared by the local project director and his staff. Other sources of information used in this evaluation effort were reports of state consultant monitoring visits, reports from news media, and reports from state program consultants who worked in the LEAs during the operation of the projects.

Summaries of the degree to which each objective in each LEA project was attained are contained in the appendix of this report.

DISSEMINATION

Dissemination of program information at the local level included news releases to local newspapers, coverage by local radio and television stations, reports to local boards of education and other local groups, pictures, slides and tape recordings which were presented to selected audiences, and the distribution of newsletters.

At the state level there was a dissemination of information through the publication of Migrant Matters. This newsletter was directed to local migrant project directors, school superintendents, advisory committee members, personnel in the State Education Agency, and the U. S. Department of Education. Additional news releases from the Division of Public Information were sent to newspapers, radio, and television stations, wire services and other news media.

Other methods of disseminating program information were the reports given at the periodic meetings of the State Advisory Committee on Services to Migrants and through the State Migrant Parent Advisory Council.

One dissemination effort is worthy of special note. During the year the state migrant office continued its cooperation with the North Carolina Association of Educators in a project funded by the National Education Association in the dissemination of a slide-tape program describing the migrant education program. This slide-tape program has been duplicated in large numbers and shared with local project directors who have found it effective in promoting migrant education among a variety of audiences. It was shown at local and area meetings of the professional education associations and recognition was accorded to those who were serving the migrant children in the local schools.

ANNUAL STATEWIDE TESTING PROGRAM

In April, 1981 a battery of achievement tests was administered to students in the first, second, third, sixth, and ninth grades throughout North Carolina. A Prescriptive Reading Inventory and a Diagnostic Mathematics Inventory was administered in grades one and two. The California Achievement Tests were used in grades three, six and nine.

This report includes a summary of student performance for the entire student population in the state, as well as for the total student population enrolled in the migrant education program.

Student performance is reported in grade equivalent scores and percentile ranks because these indices traditionally have been used throughout the nation, including North Carolina, and are more familiar than other derived scores.

It should be pointed out that the test publisher did not report grade equivalent scores in spelling at grade nine. The publishers believe that the grade equivalent score is not an appropriate score for spelling at this level because average performance in spelling beyond the sixth-grade level typically increases very little, or may even decline.

The grade equivalent scores and percentile ranks for the norm-referenced tests at the third, sixth, and ninth grades were calculated from representative samples of students in the nation. The interpretive scores for the criterion-referenced tests at grade one and two are estimated scores that were derived by the publisher by correlating scores from the criterion-referenced tests with scores from norm-referenced tests given at the same grade levels.

In light of the fact that the normed scores for the criterion-referenced tests at the first and second grades are estimated and the scores are higher than anticipated, CTB/McGraw-Hill was requested to provide appropriate comments relative to the establishment of estimated scores and the performance of North Carolina students on the reading and mathematics tests. CTB/McGraw-Hill's comments on these points are as follows:

> The average estimated CAT C & D normed scores derived from the *Prescriptive Reading Inventory* (PRI) for Total Reading and from the *Diagnostic Mathematics Inventory* (DMI) for Total Mathematics at Grades 1 and 2 seem higher than would be expected in light of the actual CAT-C scores obtained at Grades 3, 6, and 9, and in relation to past experience in North Carolina. CTB/McGraw-Hill has rechecked and verified the accuracy of its estimating and processing procedures and has established beyond reasonable doubt that the test results reported are valid measures of the levels of achievement of students in the schools of North Carolina.
>
> The publisher has analyzed the changes in statewide performance between Grades 2 and 3--in which Reading goes from well above average (3.3) at Grade 2 to slightly above average (3.2) at Grade 3, and in which Mathematics goes from well above average (3.4) at Grade 2 to slightly above average (3.9) at Grade 3. It is the publisher's conclusion that this apparent anomaly in the test results could be due to several reasons, including the following:
>
> 1. The students in Grade 2 have, as a group, a relatively stronger instructional background in both Reading and Mathematics than students in Grade 3.
>
> 2. The skills measured at Grades 1 and 2 lend themselves more readily to improvement through direct instructional intervention, including drill-type activities.

3. The skills measured at Grade 3 and above are more complex and less amenable to improvement through instructional change. Mathematics concepts and applications, in particular, require a certain level of reading skill if the student is to understand the problem and be able to respond to it correctly.

CTB/McGraw-Hill is continuing further study into this difference in performance. (They add, however, that) it is clear that students in North Carolina are performing above the national norm in Reading at Grade 2 and in Mathematics at both Grades 1 and 2. This is an accomplishment of which North Carolina educators should be proud. They should attempt to maintain and extend the progams which have brought about these excellent results.

In contrast to the above average achievement in reading and mathematics for the state as a whole at grades one and two, it should be pointed out that the reading achievement for the migrant children in grades 1, 2 and 3 who were included in the testing program was from slightly below to well below (1.6), (2.6) and (3.2) the national norm. In mathematics the scores for these same children are well above the national norm in grades one and two (2.1) and (3.3) and slightly below (3.6) the national norm in grade 3. In grades 6 and 9 the migrant program scores are well below the national norms in both reading and mathematics.

Further analysis of the scores reveals that the migrant children are below the state averages at all levels on all tests. While the deviation from the state averages is very small in grade one, there is a marked difference noted in grades two, three, six and nine.

When the migrant program scores are plotted on a graph against the national norm the achievement lag of the migrant students is revealed. Such a graph demonstrates very dramatically that as the migrant students progress in school they continue to fall further and further behind in expected academic progress.

One bright note revealed by the reading and mathematics scores from the statewide testing program over the past 4 years is that the lag between achievement levels of the migrant children and the national norm is decreasing. This is shown very graphically on Tables VII and VIII.

OTHER FINDINGS

The 1980 annual evaluation report contained several recommendations. These recommendations could be divided into two groups--one dealing with SEA program management and the other with LEA operations. They served as guides for the improvement of the operation of programs and projects. The recommendations made by the state evaluator in that report were followed in varying degrees as indicated below.

1. *The Division of Migrant Education should require the LEAs to conduct needs assessments according to the provisions contained in the Migrant Education Administrative Guide.*

The evaluator notes that all of the LEAs having projects during the regular

school term had an objective in their project application relating to needs assessments. There were two projects during the summer, Chowan and Scotland, which did not contain an objective relating to needs assessments. These were the same two LEAs that did not include an objective in their project for the summer of 1980 relating to needs assessment. While there was an improvement over past regular school term projects, this evaluator sees room for further improvement in this area of program planning and development for summer projects.

2. *The Division of Migrant Education should continue to seek improvement in the continuity of the educational programs of migrant children.*

The first priority of the state migrant education program is to achieve a high degree of program continuity. Activities which can be cited to indicate an effort in this direction are the participation in the Migrant Student Record Transfer System, the participation of the state and local projects at the east coast regional migrant education conference, the attendance of the state migrant program director at other regional and national conferences, and the use of out-of-state consultants in the State-sponsored workshop in North Carolina.

Probably the greatest single activity to provide continuity of program for the migratory children is the recording of education skills on the students' records. The state educational agency should continue to cooperate with the national migrant data center in this effort. It should also continue the training of local project personnel in the procedures necessary to carry out this function and refine the processes so that they can be carried out with the greatest efficiency and least probability of error.

3. *The Division of Migrant Education should continue to provide technical assistance to local school personnel in conducting surveys and developing new migrant projects.*

Experience during the past year demonstrated that a concentrated effort to identify migratory children can bear positive results. During the period covered by this report 11 new projects serving more than 1,600 children resulted from the surveys conducted in the local school units by members of the state migrant staff. Such efforts should be continued in those areas of the state where there seems to be a likelihood that sufficient numbers of children might be located to make it feasible to develop a project for them.

4. *The Division of Migrant Education should revise the migrant education program forms.*

The forms which were used in conducting school surveys were revised and updated during the year in an effort to find the most effective instrument for the initial identification of eligible migrant children.

There was an intensive effort made to revise the skills transmittal forms so that they would be easier for a teacher to use. This effort has met with considerable success. At this writing more work remains to be done on these revised forms, but already there is a noticeable increase in the number of skills being transmitted.

Pending changes in program regulations and operational procedures made it inadvisable to make significant changes in other program forms. With the publication of new regulations and new interpretations relating to the program this recommendation should be continued and new emphasis should be given to the reviewing and revising program forms.

5. *The Division of Migrant Education should cooperate with local migrant projects in conducting MSRTS enrollment validation studies.*

This recommendation was followed during the regular school term. Consultants from the Division of Migrant Education carried out validation studies in six local projects.

These validation studies indicated a high degree of competence on the part of local project personnel in the application of definitions and eligibility criteria for identifying and enrolling migrant children in the migrant education program.

Where patterns of ineffective recruitment were noted or where the filing system used by the local projects indicated a need for improvement, recommendations were made by the monitoring team to correct or improve these procedures.

6. *The Division of Migrant Education should revise program publications in order to keep them up-to-date.*

This recommendation was followed. Some changes were made in the publications distributed through the state migrant office, particularly those publications which relate to identification, recruitment and enrollment of migratory children and those policies and procedures relating to the operations of the transmittal of student data to the Migrant Student Record Transfer System.

There was a complete re-write of the Record Clerk's Manual to bring it up-to-date in the areas of recruitment, record transfer system procedures, record keeping, filing, MSRTS codes and policies relating to eligibility of children for enrollment in the program.

7. *The Division of Migrant Education should continue to cooperate with other governmental and private, non-profit agencies in providing comprehensive services to migrant families.*

This recommendation was followed. The cooperation with other governmental and private, non-profit agencies providing services to migrant families is well documented in this report. This cooperation was of such a magnitude that it was considered to be an outstanding feature of the state migrant program.

8. *The Division of Migrant Education should continue to use effective evaluation procedures.*

This recommendation was followed. Evaluation procedures have been developed which fulfill all of the requirements in the program regulations. The methods and procedures used in the evaluation of the program and projects in North Carolina are described in Chapter III of this report as an exemplary portion

of the North Carolina migrant education program.

9. *The Division of Migrant Education should continue to support the State Migrant Parent Advisory Council activities.*

This recommendation was followed. Personnel from the state migrant program staff worked with the officers of the State Migrant Parent Advisory Council in a consultant capacity. Assistance was rendered in locating appropriate meeting facilities and in developing effective and meaningful agendas for the meetings. Workshop presenters were screened and recommended; news media coverage was arranged; notices of meetings were sent to the local project directors and local PAC chairpersons; and programs for the meetings were printed.

10. *The Division of Migrant Education should continue its efforts to improve program operations through staff development.*

This recommendation was followed. Workshops activities are described in Chapter III of this report as one of the exemplary components of the state program.

The following recommendations from the 1979 State Annual Evaluation Report relate to LEA program management.

1. *The local educational agencies should provide bilingual-bicultural programs for Spanish-speaking children in their migrant projects.*

The LEAs with any non-English speaking children enrolled made efforts to provide instruction in the children's native language. It was noted that many of the local projects employed bilingual staff members. Bilingual programs and English as a second language served many migrant children who were bilingual in English and Spanish or who did not speak English.

2. *The hours of operation of local summer migrant projects should be during the part of the day which would allow the greatest number of migrant children to receive the greatest benefit from the program.*

It should be noted that after several years of persuasion this recommendation was followed by all but one of the LEAs. Summer projects were operated for the most part during the morning and early afternoon. One project operated during the morning hours only.

Columbus County was the only LEA to operate a project in the afternoon and evening. This project operated from 3:30 to 7:30 p.m.

3. *The local educational agencies should continue to make a concerted effort to enroll all eligible children and youths at the secondary school level in the regular school term migrant projects.*

This recommendation was apparently followed by the LEAs. A comparison of the age-grade reports for the 1980 and 1981 program years indicate that there was a slight increase in enrollment of children (475) who were 15 years of age or

older. The percentage of children in this age range increased from 23.1 to 23.4.

4. *Local project directors should make every reasonable effort to secure supporting services from other agencies and organizations.*

This recommendation was apparently followed. Local project evaluation reports indicate that supporting services were provided by the local departments of public health and social services, the rural manpower service, local migrant health projects and other organizations and community action agencies.

5. *Local education agencies should give attention to the development of individual written educational plans for each student enrolled in the migrant education program.*

This recommendation was followed to some extent. There was more evidence of individual written education plans for the students during the summer months. Some of the regular school term projects also followed this plan of instruction.

6. *Local project directors should give more emphasis to the established priorities of the state program.*

This recommendation related to the first and second priority of the state program (program continuity and summer school projects for migratory children). Analysis of the local project emphases indicate that little attention was given to the recommendation. Even though a total of eleven new projects were developed, there was an increase of only three in the number of summer projects which were operated.

7. *Local recruiter-clerks should be punctual in transmitting student information to the Migrant Student Record Transfer System terminal operator.*

There was a concerted effort on the part of the state consultants to have the local recruiter-clerks keep their record transmittals up-to-date. This was also emphasized at each of the workshops conducted for recruiter and record clerks. It was also one of the items that was checked when the program consultants made their periodic visits to the local projects. Therefore, it is the judgement of this evaluator that the results observed indicate that the LEAs did follow this recommendation.

CHAPTER III

PROGRAM EFFECTIVENESS

PROGRAM FOCUS

In considering the effectiveness of the North Carolina Migrant Education Program, it is necessary to take into account the different types of projects being operated within the state. Regular school term projects enroll formerly migratory children in great numbers. Regular school term projects also enroll smaller numbers of intrastate migrants and the interstate migrants who are home-based in North Carolina. These regular school term projects are supplementary in nature, and are designed to strengthen instructional programs offered through state, local and other federal sources of funding. Summer term migrant education programs are focused more directly on the needs of interstate migrants and provide a full range of instructional and supporting services.

TESTING RESULTS

The emphasis upon documenting achievement of project objectives with gain scores continued in 1980-81. 100 percent of the projects submitted summaries of pre-test as well as post-test scores. Students who were enrolled in North Carolina migrant projects during the eighth school month of the regular term stood an excellent chance of being tested with one of the tests used in the annual North Carolina testing program. These tests are the California Achievement Test, Primary Reading Inventory or Diagnostic Mathematics Inventory.

Other tests which were used at times as a diagnostic tool or to measure achievement included the Wide Range Achievement, Slosson Oral Reading Test and Gates-MacGinitie Reading Test.

In past years the use of different tests and score types ranging from grade equivalent to raw scores severely limited the statistical comparisons which could be made. Migration and absences from school on the day tests were administered made it quite difficult to obtain two sets of measures on the same students over any reasonable span of instruction. Given these difficulties, it was almost impossible to report gain scores representative of three or more projects with more than thirty students at the same grade level on the same test. Therefore, we departed from this method of reporting in 1979 and are now relying solely upon test scores derived from the state-wide testing program.

Comparisons of the migrant childrens' scores are made with the average achievement scores for all children tested in North Carolina and against the national norms. The status of the migrant children tested in North Carolina in 1981 is also compared with the scores reported at the same grade levels in 1978, 1979 and 1980.

In making this comparison it should be pointed out that the test scores reported in 1978 were for those children who were participating in a supplementary instructional program in one of the local migrant projects. Scores reported for migrant children in 1980 and 1981 included all migrant children tested, even though they might have been achieving at or above grade level expectancy, and therefore not being given supplementary instruction in a local migrant education project. The difference in the way the scores were reported in 1978 might have caused some distortion of results, making it appear that the migrant children made greater gains than they actually did.

Scores from the 1981 testing program, however, were reported on all children who were eligible for services in the migrant education project whether they were being provided with any supplementary services or not. The same pattern of gains are noted in the 1981 scores that were recorded in 1979 and 1980.

What is significant in the scores reported during this school term is that the migrant children are achieving at a rate below the national norm, and below the average achievement level of the children tested in North Carolina. Examination of Figures V and VI also show very graphically that the achievement of the migrant children fall further and further behind as they continue through the grades.

From the reading test scores available it appears that there was a continuation of the pattern of gains which were reported in 1979 and 1980. The same pattern of gains also were noted in mathematics. It is noted that as the scores approach the national norm the gains are not quite as great as they were before.

It is noted that over the range of grades represented, the deficit in mathematics is less than the reading deficit. In view of what is known about the average achievement of North Carolina students from previous testing programs, test results for migrant children indicate that reading should continue to be emphasized and that mathematics should continue to receive attention.

Table XI and Figures VII and VIII showing achievement trends may be the most revealing information to come from the testing programs for migrant children in North Carolina. These results, extracted from North Carolina's annual testing program, demonstrate the mounting deficit suffered by the migrant children as they continue in school. This achievement pattern is similar to those reported in previous evaluation reports. This is true even though the source of statistics reported in years prior to 1977-78 was a compilation of test results from many different tests administered by the LEA's. Reported results since 1977-78 included a combination of scores from locally adminstered standardized tests and state-wide testing results, and the test scores reported since that time have been derived entirely from the state-wide testing program.

The results of standardized tests adminstered at the local level were reported to the state migrant office, and individual test scores were entered on the students' records. This achievement data was filed by the state migrant office but was not used in compiling this report.

All test results indicate that North Carolina migrant students are progressing at a rate comparable to most compensatory education students, and that over a four-year period gains in reading and mathematics have improved. Statistical methods by which portions of these gains may be attributed to the regular school offerings and the supplementary migrant programs were not employed in this evaluation. Such elaborate measures could be carried out, but such evaluation designs would far exceed the state evaluation requirements and would possibly exceed the limits of financial feasibility.

EXEMPLARY PROGRAM COMPONENTS

For years it was the policy of the Division of Migrant Education to recognize exemplary activities in one local project. This was valuable in bringing about some desired changes in other local projects. The 1974 evaluation report discarded this practice of highlighting one local project and one activity carried out at the state level. Since that time the state migrant evaluator presented one outstanding characteristic of each of the projects operated within the state. In 1979 the evaluator also included a more detailed description of two local projects which seemed to hold unusual promise of success in meeting the needs of migrant children.

The SEA is continuing its practice of recognizing exemplary activities in the local migrant education projects. Pointing out the strengths of one project may assist another to eliminate a weakness or to initiate changes which will result in better, more effective services to the migratory children. The activities which were selected for special mention in this report were those considered to be strengths of the local projects by the project director and the state migrant consultant.

The process of selecting noteworthy project components to be included in the evaluation report takes into consideration both regular school term projects and summer term projects. Therefore, the outstanding features of the local projects contained in this report may relate to either type of project.

In addition to the strengths noted in the local migrant education projects, the state evaluator has elected to highlight four activities which relate to the state administration and management of the program. These program activities have been examined carefully and it is the judgement of this evaluator that they deserve special mention in this annual evaluation report.

The descriptions of the SEA activities in program evaluation, staff development, parent involvement and identification and recruitment, are followed by the comments relating to strengths of the local projects which were considered to be outstanding.

SEA State Program Evaluation

The evaluation of the state migrant education program is described briefly in Chapter I of this report. It is exemplary in many respects. The evaluation procedure begins at the time that the initial plans for the program activities are developed and continues until the publication of the finished report.

The state program administration and the activities of the state program personnel are evaluated separately from the local projects. This evaluation is based upon the degree to which the SEA personnel achieved the objectives which were developed at the beginning of the program year. These objectives have been re-stated in measurable terms and the success in achieving the objectives is determined by actual performance.

Some of the comments and suggestions offered by the U. S. Department of Education have been adopted by the state evaluator in an effort to make the evaluation process and the reporting even better. Some of the comments from the Department of Education regarding the evaluation report are that, "the analytical design follows the program requirements as defined in...Title I Migrant Education Program Regulations as well as...the Title I General Provision Regulations." "(The evaluation report) is evidence that the state has taken a leadership role..." in the evaluation process.

In the overall evaluation process the local project director is responsible for evaluating the local project activities. The local project evaluations are reviewed by the state evaluators and the results of this review are included in the annual evaluation report.

A unique feature of the evaluation of the local projects is the taped evaluation report which is prepared by the state consultant which monitored the project during its operation. The taped report accompanies the written response of the state evaluator and state consultant to the local evaluation report prepared by the local project director. Where disagreement on any part of the local evaluation report exists, the state program personnel can point out these disagreements and give the basis for the state evaluator's position.

The taped evaluation is used as a basis for discussion of the local project director's findings and the state evaluator's review. It is made available to the local school superintendent and all of the local project personnel. After each person involved in the project has had an opportunity to listen to the tape they may use side 2 of the same tape to make any response which they feel is indicated to any of the statements or review findings of the state evaluator or state consultant.

This taped evaluation and response allows a dynamic 2-way communication channel between the SEA and the LEA, and the state program evaluator's judgement is that it is an exemplary activity worthy of replication in other states.

SEA Staff Development

One of the areas in which North Carolina has received the plaudits of the U. S. Department of Education is staff development. A brief overview of the staff development activities sponsored by the state migrant office is included in Chapter I of this report.

Not only did the state program promote and sponsor staff development activities, 70 out of 72 local projects during the regular school term and 33 out of 34 summer projects included staff development among their project activities.

The topics covered in the state-sponsored staff development workshops included identification and recruitment, MSRTS procedures and skills training, instruction in teaching reading, mathematics and cultural arts, and improving effectiveness of the migrant parent advisory committees.

In addition to the staff development activities sponsored by the SEA for local project personnel, SEA and LEA staff members were involved as program presenters at the East Coast Regional workshop in Cherry Hill, New Jersey in February, 1981. The presentations were made during 20 of the workshop sessions and covered the topics of identification and recruitment, reading, bilingual instruction, staff development, interagency coordination, mathematics and parent involvement.

Formal workshops organized by the State Education Agency provided instruction above and beyond the individual instruction which was provided to the local project personnel by the state consultants in the course of their routine monitoring trips to the LEAs.

The state sponsored staff development workshops in mathematics, reading, cultural arts, identification and recruitment, parent involvement and MSRTS procedures provided instruction for more than 400 different local staff members. The cumulative contact hours of instruction in these state-sponsored workshops was in excess of 12,000 hours.

SEA Migrant Parent Advisory Council

The North Carolina State Migrant Parent Advisory Council was organized in 1976. Since that time it has grown in size and importance to the operation of the state migrant education program.

Each local migrant PAC elects one parent to regular membership on the State Migrant Parent Advisory Council. Associate memberships in the state council are open to members of the state migrant staff and members of the local PACs. However, associate members, according to the constitution and by-laws adopted by the council are non-voting members. This arrangement provides equal representation for each of the local areas within the state.

Officers of the state PAC are elected by the membership and, along with the State Director of Migrant Education, serve as the executive committee of the organization.

The council holds two meetings during the year at which time members are informed on effective ways that parents may become involved in the education of their children.

The council provides in-put into the planning of the migrant education program, makes recommendations regarding the operation and evaluation of the programs and project, disseminates information on resources to meet the needs of migrant

children, provides workshops and seminars to help local migrant councils understand their roles and responsibilities, and generally presents a united front in support of educational programs for migrant children.

Because of its organization and effectiveness, the State Migrant Parent Advisory Council has become a noteworthy part of the state migrant education program.

SEA Identification and Recruitment

One of the most important responsibilities the SEA has in the migrant education program is the identification and recruitment of eligible children. The state migrant program has an outstanding record in this area of responsibility.

Much of the success which has been realized in the identification of eligible children is due to the Identification and Recruitment Guide which was developed by the SEA staff and the instruction which was given to LEA personnel in its use.

Strong emphasis by the SEA on the importance of identification and the availability of an easy-to-follow guide made it possible for already established projects to increase their membership and project participation. Local project personnel were assigned specific responsibilities for the identification function in many of the LEAs.

The greatest visible result of the identification and recruitment efforts within the state has been brought about as the result of staff members at the SEA level who were assigned special responsibilities for conducting surveys in LEAs which did not have migrant education projects. As a result of the surveys conducted by these staff personnel eleven new projects were organized in the state last year.

In order to assist in the identification and recruitment efforts the manual for the record clerks and recruiters was completely rewritten.

The establishment of eleven new projects in the state is an outstanding achievement. The most important part of the achievement is that more than 1,600 children may be given the supplementary instruction they so desperately need. The establishment of these new projects and the service which is rendered to the eligible children is possible only because of the activities in identification and recruitment which were supported and carried out by the SEA.

ALAMANCE COUNTY

Strengths noted in Alamance County's migrant education program included oral language activities for concept development and motivational activities which helped to increase the students' interest in reading as an exciting adventure.

ALEXANDER COUNTY

The migrant education activities in Alexander County were concentrated on the identification and recruitment of eligible children in the LEA.

ANSON COUNTY

Anson County was unique in the one-on-one organization and curriculum materials that enhanced confidence and offered greater opportunities for student growth and achievement.

BEAUFORT COUNTY

Beaufort County's migrant project is to be commended for its accomplishments in the area of cultural and fine arts.

BERTIE COUNTY

Bertie County is unexcelled in its use of volunteers and community recource people to bring meaning and professional career awareness to the migrant education program.

BLADEN COUNTY

The noteworthy features of Bladen County's migrant education project were the improved identification and recruitment activities.

BRUNSWICK COUNTY

Strengths noted in Brunswick County's migrant program included individualized instruction and an effective administrative structure.

BUNCOMBE COUNTY

Buncombe County is to be commended for the rapport which was established between the regular school staff and the migrant project personnel.

CALDWELL COUNTY

Caldwell County has made a good beginning in the identification and enrollment of eligible children in the LEA.

CAMDEN COUNTY

The "Tarheel Weekly", a newsletter published by the students and staff of the Camden County summer migrant project was unique in its coverage of items of interest in the project.

CATAWBA COUNTY

The conferences between the teacher and the project administrator following classroom observation was recognized as a factor in strengthening the program.

CHATHAM COUNTY

Chatham County's migrant project is to be commended for the outstanding in-service program organized to meet the needs of the teachers, students and parents associated with the program.

CHOWAN COUNTY

The strength of the Chowan County regular school term lies in the support which is evident from all of the teachers and principals in the schools.

CLEVELAND COUNTY

The success of the Cleveland County migrant project is due in a large measure to the good rapport which was established between the regular school faculty and the migrant project personnel.

COLUMBUS COUNTY

The high degree of correlation between the regular classroom teacher and the migrant project personnel is noted as being the major strength of the Columbus County migrant project.

CUMBERLAND COUNTY

A noteworthy feature of Cumberland County's summer migrant project was the effective use of ideas and teaching techniques which were presented at the state-sponsored summer staff development workshop.

CURRITUCK COUNTY

A highlight of the Currituck County migrant project was the parent workshop jointly sponsored by Title I and the migrant project.

DAVIDSON COUNTY

The outstanding efforts of Davidson County's migrant project recruiter resulted in the enrollment of more than 200 eligible children during an abbreviated regular school term project. The project is to be commended for making such a positive beginning in the identification and recruitment process.

DAVIE COUNTY

The administrative support from the central office staff and board of education made a positive impact on the success of Davie County's migrant project.

DUPLIN COUNTY

An important addition to Duplin County's migrant program was a summer project to serve the migrant children in the county during the summer harvest season.

EDGECOMBE COUNTY

One of the strengths of Edgecombe County's regular school term migrant project was the accuracy and detail contained in its project evaluation report.

FAIRMONT CITY

The quantity and quality of teacher-made instructional materials was noted as a definite strength of the Fairmont City migrant education project.

GASTON COUNTY

Gaston County put fun into its migrant project and made it more effective through the use of educational games.

GATES COUNTY

The instructional program in Gates County's migrant project was made more effective through the rapport which was established between the students and the staff members.

GREENE COUNTY

The Greene County migrant project is recognized for its use of multiple approaches and teaching methods to meet the learning patterns of the children.

GUILFORD COUNTY

Guilford County's migrant project is to be commended for increasing the motivation of the children through personal attention to each child in the program.

HALIFAX COUNTY

The migrant education program in Halifax County deserves praise for the top quality presentation of their slide/tape program and panel discussion at the East Coast Migrant Stream Workshop in Cherry Hill, New Jersey.

HARNETT COUNTY

Included among the strengths of Harnett County's migrant education project was the interagency cooperation and community participation in project activities.

HAYWOOD COUNTY

The outstanding feature of Haywood County's migrant education project continues to be the quality of personalized instruction which is provided to the children during the summer program.

HENDERSON COUNTY

The wide variety of instructional materials available for use in the project is cited as a primary strength of the program in Henderson County.

HERTFORD COUNTY

Development of the theme "Summer Learning for Successful Living" provided Hertford County's summer migrant project with diversity of activities and effective learning.

HOKE COUNTY

An effective practice in Hoke County's migrant project was the use of the instant check-up/review method to determine the student's strengths and weaknesses.

IREDELL COUNTY

Iredell County's migrant project was exemplary in the support it received from the project administrator.

JOHNSTON COUNTY

Johnston County is to be commended for providing effective leadership from the central office staff recruiting eligible children into the program.

JONES COUNTY

Jones County's migrant program was improved by employing teaching techniques introduced during staff development workshops.

KINGS MOUNTAIN

The one-to-one instruction which took place in the Kings Mountain project is recognized as a major strength.

LENOIR COUNTY

The main strength of Lenoir County's migrant project lies in the competency of an experienced and dedicated staff.

LINCOLN COUNTY

Motivational factors built into Lincoln County's migrant program were "Friday Fun Day" and recognition "parties" for children who achieved high scores in their work.

MARTIN COUNTY

Martin County's migrant project was characterized by open lines of communication between the parents and the school personnel.

MCDOWELL COUNTY

McDowell County exceeded its own expectations in the identification and recruitment of eligible children in the migrant education project.

MONTGOMERY COUNTY

Montgomery County's migrant project is commended for the excellent progress that its pupils made in the area of mathematics.

MOORE COUNTY

The use of creative arts as an inspirational and motivational tool was a major strength of Moore County's migrant education project.

NASH COUNTY

The project director's regular school term project evaluation report, based upon effective evaluation procedures and demonstrating accurate reporting, was a instrument worthy of being used as a model by other migrant projects.

NORTHAMPTON COUNTY

The use of the Anne Adams Program in reading and writing by the Northampton County migrant project resulted in outstanding achievement by the children in these areas of study.

ONSLOW COUNTY

Onslow County's migrant project was effective in the use of materials and methods introduced at the state-sponsored migrant education workshop.

ORANGE COUNTY

Orange County's migrant project was characterized by the effectiveness of the small group and one-on-one instruction.

PAMLICO COUNTY

The individual educational plan developed for each migrant child in Pamlico County and the instructional materials provided to carry out these plans are worthy of commendations.

PASQUOTANK COUNTY

The effective development of the program theme, "I Am Somebody," and the use of resource personnel characterized Pasquotank County's summer migrant project.

PERQUIMANS COUNTY

An effective practice in the Perquimans County regular school term migrant project was the written communication to each parent following the teaching of each mathematics skill to the student.

PITT COUNTY

The close coordination between the regular classroom teachers and the migrant project personnel made the project more effective.

RANDOLPH COUNTY

The service of the migrant project aides was far above what was called for in job description and salary. Their dedication and service above and beyond the call of duty should be an example for others to follow.

RED SPRINGS CITY

The emphasis on the total development of each child was noted as a strength in the Red Springs City migrant education project.

REIDSVILLE CITY

The cooperation of Reidsville City schools with the Madison-Mayodan school district to make special services available to the migrant children attending school in that district was a great service to a group of worthy students. The administration in Reidsville is to be commended for this spirit of cooperation.

RICHMOND COUNTY

The coordination of activities between the regular classroom teachers and a highly competent migrant project staff contributed to the success of the Richmond County migrant project.

ROBESON COUNTY

Robeson County's migrant project is cited for the effective utilization of teaching methods and materials which were introduced during staff development workshops.

ROCKINGHAM COUNTY

The support from the project administrator in the central office and the special attention to identifying eligible children resulted in a drastic increase in the number of children to receive the benefits of the migrant education project.

ROWAN COUNTY

Rowan County's migrant project did much to assist non-English speaking children in their efforts to learn English as a second language.

SAINT PAULS CITY

The variety of teaching strategies used in the Saint Pauls City migrant education project provides added strength to the instructional program.

SAMPSON COUNTY

The availability of bi-lingual personnel gives added strength to Sampson County's migrant project.

SCOTLAND COUNTY

The outstanding feature of Scotland County's migrant education program is the cooperation between the regular classroom teachers and the migrant teachers.

STOKES COUNTY

The positive reinforcement of self-image and the resulting growth in social adjustment was the most outstanding feature of the Stokes County migrant project. The Stokes County project is to be congratulated for its attention to this important part of the development of the migrant children.

SURRY COUNTY

The high water mark of Surry County's migrant education project was the attention given to maintaining accurate records.

TRANSYLVANIA COUNTY

The migrant project in Transylvania used an adaptation of a nationally validated exemplary program (HOSTS) in the area of reading with outstanding success.

TYRRELL COUNTY

The individual attention provided by the migrant tutors in the Tyrrell County migrant education project resulted in improvement in student attitudes and academic achievement.

UNION COUNTY

The individual non-directive counseling provided in Union County's migrant project was effective in improving the self-confidence of the students and developing a positive self-concept by many of the project participants.

VANCE COUNTY

Individual needs assessments and individual educational plans formed the basis for the success of the instructional program in Vance County's migrant education project.

WAKE COUNTY

The Wake County migrant project is commended for the effective involvement of supporting agencies in providing for the educational and social needs of the children.

WASHINGTON COUNTY

The improvement of achievement scores in Washington County's regular school term project must be contributed in large measure to the intensive in-service staff development carried out in the program.

WILKES COUNTY

The diagnostic procedures and the individualized instruction based on assessed needs were responsible for the success of the Wilkes County regular school term migrant project. Wilkes County is to be congratulated for the success it achieved in its first year of operating a migrant education project.

WAYNE COUNTY

The main strength noted in Wayne County's migrant education project was the coordination of instructional activities with other federal programs, local programs and the Contempo Lab Program.

WILSON COUNTY

The well-rounded instructional program for non-English speaking which made it possible for all the children to be speaking some functional English before the end of the project was a singular accomplishment.

YADKIN COUNTY

Yadkin County's migrant project was strengthened by the employment of a bi-lingual staff which was able to communicate with and provide instruction to each child in the program.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

SUMMARY

All available information indicates that the North Carolina Migrant Education Program is adequately meeting the legislative requirements and the national program objectives. It is meeting the state goals for the program and has developed an effective procedure of delivering services to eligible migrant children through indirect operation of project activities through the local educational agencies. Correspondence from the Department of Education indicates that the North Carolina Evaluation Report "follows the program requirements as defined in...Title I Migrant Education Regulations."

The SEA program evaluator has done a commendable job of pulling together individual LEA evaluation reports and presenting them as a cohesive analysis of the degree to which program objectives have been achieved. The greatest value of this kind of report is derived from the effective use made of it at the State and local level in providing constructive feedback and guidance for future program improvement.

Priorities determine the emphases, and objectives give the focus to the state program. Exemplary activities were noted in the state program administration and the regular and summer term projects in the LEAs. The recommendations of the local project directors were carefully analyzed and the state migrant staff made their own recommendations for improving local projects.

The practice of presenting the evaluation report findings to the LEAs by means of a recorded tape was continued. The taped evaluations also contained reactions to the local project directors' recommendations.

A total of eleven (11) new projects were initiated during the year. All local projects used some form of achievement testing to document attainment of objectives. In addition, the annual statewide testing program provided almost 16,000 test scores for migrant children. An achievement status calculated from these scores reveals that, compared to national norms, the migrant children face mounting deficits as they progress through the school grades. This achievement status also shows that the migrant children are below the state averages in all areas. Comparison of these test scores with scores from prior years shows a definite pattern of improvement in both reading and mathematics.

RECOMMENDATIONS

Recommendations for continued improvement and greater effectiveness in the migrant education program fall naturally into two categories - SEA program management and LEA project operation. In addition to the following general recommendations relating to SEA and LEA program management, it should be noted that specific recommendations for the individual migrant education projects were made in the State's evaluation of the local project. These recommendations are contained in the written and taped reports which have been prepared for each of the LEAs.

SEA PROGRAM MANAGEMENT

1. *The Division of Migrant Education should require the LEAs to conduct needs assessments according to the provisions contained in the Migrant Education Administrative Guide.*

One of the requirements set forth in the migrant program regulations is the assessment of the needs of migrant children. If the migrant program is to meet its mandate "to meet the special educational needs of migratory children of migratory agricultural workers and migratory fishermen" it first becomes necessary to find out what those needs are.

It was noted from the local evaluation reports that summer projects operated by Chowan and Scotland Counties did not have a specific objective relating to needs assessment. While this evaluator concedes that needs may be assessed without having a project objective relating to this program function, it seems reasonable that such an objective would serve to remind local project personnel of this requirement.

It was also noted that even though this objective was included in the annual evaluation report in prior years, appropriate action was not taken by SEA staff personnel to assure that it was followed. Therefore, it is the recommendation of this evaluator that the state migrant staff review the local project applications for the specific purpose of determining whether they have included a project objective relating to assessment of students' needs. If it is found that such an objective is not included in a local project application, appropriate action should be initiated.

2. *The Division of Migrant Education should continue to seek improvement in the continuity of the educational programs of migrant children.*

The first priority of the state migrant education program is program continuity. Activities which can be cited to indicate efforts in this direction are the participation in the Migrant Student Record Transfer System, the participation of the state and local projects at the east coast regional migrant education conference, the attendance of the state migrant program director at other regional and national conferences, and the use of out-of-state consultants in the State-sponsored workshop in North Carolina.

Probably the greatest single activity to provide continuity of program for the migratory children is the recording of education skills on the student's records. The state educational agency should continue to cooperate with the national migrant data center in this effort. It should also continue the training of local project personnel in the procedures necessary to carry out this function and continue to refine the processes so that they can be carried out with the greatest efficiency and least probability of error.

3. *The Division of Migrant Education should continue to provide technical assistance to local school personnel in conducting surveys and developing new migrant projects.*

Experience during the past year has demonstrated that an intensive effort to identify migratory children can bear positive results. During the period covered by this report 11 new projects serving more than 1,600 children resulted from the surveys conducted in the local school units by members of the state migrant staff. Such efforts should be continued in those areas of the state where there seems to be a likelihood that sufficient numbers of eligible children might be located to make it feasible to develop a project for them.

4. *The Division of Migrant Education should revise the migrant education program forms.*

Changes in program regulations and new interpretations of existing regulations makes it necessary to assess the effectiveness of program forms in carrying out program functions. For this reason it is recommended that attention be given to the revision of existing forms in order to keep them in line with program requirements.

5. *The Division of Migrant Education should cooperate with local migrant projects in conducting MSRTS enrollment validation studies.*

Program credibility is maintained through validation of the enrollment of migrant children in the program. Discrepancies in the enrollment of children in the local projects and in the migrant student record transfer system should be held to a minimum. Also, there should be no question about the eligibility of any child enrolled in the program to participate in program activities and derive benefits from program funds. Therefore, it is recommended that the Division of Migrant Education, with assistance and cooperation of the LEAs, carry out validation studies in the local migrant projects.

6. *The Division of Migrant Education should revise program publications in order to keep them up-to-date.*

As new regulations are published and new interpretations are given to existing regulations, it becomes necessary to revise the manuals and guides used in the administration of the projects. Therefore, it is recommended that the Division of Migrant Education make a careful study of the various program guides and other publications. Where the information is erroneous or out-of-date, the publication should be revised to conform with program requirements. One of the publications which is in need of revision is the Migrant Education Administrative Guide.

7. *The Division of Migrant Education should continue to cooperate with other governmental and private, non-profit agencies in providing comprehensive services to migrant families.*

In the past there has been a high degree of cooperation by the state migrant education office with other agencies of government and private, non-profit

organizations. This has resulted in the extension of services to eligible families, reduction of the overlapping services by the agencies involved, open lines of communications among the agencies, and understandings of the areas of responsibilities of each agency and the services which each is able to provide.

One of the organizations through which this cooperation is effected is the State Advisory Committee on Services to Migrants. Through interagency discussions, migrant children have been provided health and social services support through the Department of Human Resources, day care services through the Migrant and Seasonal Farm Workers Association (MSFA) and psychological services through the Division of Mental Health. Dissemination of program information and public support of the program has been provided through a joint project of the National Education Association and the North Carolina Association of Educators.

This support through other agencies and organizations has allowed the Division of Migrant Education to concentrate its efforts on the academic progress of the migrant children and to extend educational services to a greater number of eligible children.

With the decrease in funding of some of these supporting programs in 1982, it is anticipated that the services will be reduced. This makes it all the more important to take advantage of this kind of support in future programs. It is recommended, therefore, that this kind of interagency cooperation be continued.

8. *The Division of Migrant Education should continue to use effective evaluation procedures.*

The evaluation process for the migrant education program has experienced changes throughout the years. As these changes have occurred the evaluation process has become more effective and the evaluation reports have reflected a more accurate picture of the achievement and status of the migrant children enrolled in the program. The state evaluation report, the local project evaluation reports and the taped evaluation of the local projects have become outstanding instruments for the improvement of services to migrant children. The evaluation process has been improved and refined to the point that it is being cited in this report as an exemplary activity.

Because of the positive manner in which the local reporting on cassette tapes has been received, the meaningful use of statistical information from a statewide testing program has been used and the recognition which has been directed to the evaluation practices in North Carolina, it is recommended that these and other effective procedures be continued.

9. *The Division of Migrant Education should continue to support the State Migrant Parent Advisory Council activities.*

North Carolina's State Migrant Parent Advisory Council has been in operation for more than three years. During this period of time it has provided a valuable

tool for the support of the migrant education program and an open forum for parents. In the meetings of the local parent advisory councils local concerns are brought to light. Representatives from the local councils bring these concerns to the State Migrant Parent Advisory Council. They are aired and solutions are developed through interaction with appropriate program personnel.

In order to continue to strengthen the parent council and to maintain the support of the parents, it is recommended that the state migrant office continue its support of the council and its work.

10. *The Division of Migrant Education should continue its efforts to improve program operations through staff development.*

The staff development activities sponsored by the Division of Migrant Education have been the source of pride in the past. Through these efforts there has been a noticeable improvement in the quality of program offerings and project organization. Still there is a need for such activities, particularly in view of the changing requirements of the program from the national level and the constant turnover of local project staffs.

Record clerks and recruiters need to be constantly up-dated on skills and techniques and provided instruction in new procedures required to implement new phases of the Migrant Student Record Transfer System.

Local project recruiters should be given assistance in order to understand the importance of their jobs and to learn how to accomplish it most effectively.

Local project directors and other local project staff members should be involved in workshops where they can improve their techniques in evaluating their migrant education projects.

It is therefore recommended that the state migrant office maintain a constant effort to meet the staff development needs of all persons involved in the education of migrant children.

LEA PROGRAM MANAGEMENT

1. *The local educational agencies should provide instruction in English as a second language and bilingual-bicultural programs for children in their migrant projects who have little or no English-speaking ability.*

A recommendation similar to this has been made in previous evaluation reports. Notable progress has been made. Many projects have employed Spanish-speaking teachers or aides and some projects have provided bicultural and Hispanic cultural instructional materials to be used by children with little or no English-speaking ability.

Notwithstanding the progress that has been made by some local projects in providing bilingual-bicultural programs for non-English speaking children, it is recommended that in those projects where children with little or no English-speaking facility are enrolled, every effort be made to provide a meaningful

program of instruction in the children's dominant language and that English be taught as a second language.

2. *The hours of operation of local summer migrant projects should be scheduled to allow the greatest number of migrant children to receive the greatest benefit from the program.*

A study of the daily hours of operation of the summer migrant education projects reveals some interesting bits of information. For instance --

-In order to provide a 40 hour week for the staff, one project operates 10 hours per day, 4 days a week.

-A nearby project operates 4 hours per day during the morning.

-One project operates for 4 hours per day during the afternoon and evening.

-Several projects operate 5 or 5½ hours per day (including time for the noonday meal).

-The average number of hours of operation per day is approximately 7½.

The most obvious assumption from all of these observations is that some of the projects are being operated for the benefit and at the convenience of the staff. Providing a convenient period of employment for the staff should not be a consideration in the planning of a migrant education project.

Scheduling of project activities should take into consideration the most effective dates as well as the hours of operation. In some instances it was noted that there was a delay between the end of the summer staff development workshop and the beginning of project activities in areas where large numbers of migrants were already in the area.

In one instance there was a request to begin the project earlier than had been originally planned. This made the project begin before the influx of migrant workers, and the enrollment in the migrant education project suffered accordingly.

In two instances there were recommendations made by local project directors that the length of the project be reduced. Since there were no other apparent reasons for these recommendations than reducing the administrative burdens of the projects, the state evaluator did not concur in them.

It is the strong belief of the state evaluator that summer projects should be planned for the period of time when the largest number of migrants are in the area and that the daily schedule of activities should allow the greatest number of children to realize the greatest benefits.

As indicated in previous evaluation reports, it is unreasonable to expect children to benefit to the maximum from programs which operate in the afternoons and evenings. This period of the day is the time when the temperature reaches its highest point; it is the time when the children have already expended the

greater part of their energy and should be ready for a time of relaxation and a supper meal.

It is the strong belief of this state evaluator that 4-hour long programs conducted for children and youth at the end of a long hot day is an inefficient and ineffective use of time and resources.

There are times when the parents and the older children in the family are normally working in the fields. These times usually begin in the mornings as soon as possible and extend through the day. These are the times when the young children would be available and when the parents would appreciate most having their children cared for in an educational environment.

Therefore, it is recommended that the LEAs and the program planners give serious consideration to planning a full day of activities for the migrant children during the time when the greatest number of eligible children are in the area. The activities planned should encompass a full range of educational and supporting services required to meet the needs of the children enrolled in the project -- transportation, nutrition, social services, etc.

3. *The local educational agencies should continue to make a concerted effort to enroll all eligible children and youths at the secondary school level in the regular school term migrant projects.*

An analysis of the age and grade placement of migrant children enrolled in the migrant education program seems to indicate that much attention continues to be given to the enrollment of the eligible children in the elementary schools.

Even with a degree of added emphasis on enrolling eligible children in the secondary school into the projects last year, there was little increase in the number of enrollments of secondary school youths. It is therefore recommended that all eligible children in the LEA, regardless of grade level, be enrolled in the migrant project and entered in the Migrant Student Record Transfer System.

4. *Local project directors should make every reasonable effort to secure supporting services from other agencies and organizations.*

This recommendation is repeated from previous evaluation reports.

Through the activities of the State Advisory Committee on Services to Migrants the Division of Migrant Education has been able to establish lines of communication with other agencies and organizations serving migrant families. Information on programs and services is available from each of the member organizations of this committee. There should be a concerted effort on the part of local project directors to secure the services of these agencies. Home-school coordinators and other liaison personnel should seek the assistance of local departments of health, social services, other governmental agencies and private non-profit organizations so that the delivery of their services will have an impact on the migrant family. Any assistance from these agencies would give indirect support to educational programs for the children in the family who are enrolled in the migrant education program.

While it may be easier, simpler and possibly quicker to provide supporting services by planning and budgeting for them in the migrant education project application, it should be remembered that funds available under this program are to be used for educational purposes. If the project attempts to provide excessive supporting services to the migrant children, it may be usurping the responsibility of some other governmental agency or providing a duplication of service to the migrant family.

5. *Local education agencies should give attention to the development of individual written educational plans for each student enrolled in the migrant education program.*

In addition to the assessment of student needs, regulations for the program (paragraph 116.47) require that the state educational agency encourage LEAs to provide for each child enrolled in the program, "an individualized written educational plan (maintained and periodically evaluated)..."

Local project directors and project planners should insure that the provision of the regulations is carried out. Individualized programs of instruction should be based upon individual needs assessments, and individual performance should be evaluated in terms of specific objectives. Performance objectives should be individualized to the needs, program of study and abilities of the individual for whom they are developed. The entire program, including performance objectives, should be evaluated periodically to assure that the individualized program of instruction is relevant to the needs of the student and that the student is making satisfactory progress toward meeting the stated objectives.

Individualized written programs of studies for some of the migrant children have been observed in summer school programs. Such prescriptive programs have been observed less frequently during the regular school term projects.

Analysis of test results seem to indicate that in those projects where individualized programs of study are written for the pupils, and where constant evaluation of student progress, modification of the written prescription and methods of instruction are carried out, there is a decided increase in the rate of pupil achievement. It is therefore recommended that all project administrators give close attention to this program requirement.

6. *Local project directors should give more emphasis to the established priorities of the state program.*

The first priority of the state program is to provide for continuity in the education of the migratory children. The primary function of the skills transmittal system which has been developed by the Migrant Student Record Transfer System is to carry out that function. The Division of Migrant Education has developed simplified procedures which will allow local project personnel to transmit skills information on any student. Any time that a currently migratory child withdraws from a local project or any time that a formerly migratory child moves out of the LEA, the skills that were under study at the time should be transmitted so that succeeding programs of study may be begun where the previous ones ended.

Skills information received from the migrant data center on children who enroll in the local projects should be used as a beginning point for developing individualized educational programs for the new enrollees.

The second priority in the state program is to establish summer projects for interstate and intrastate migrants. While there has been an increase of three in the number of summer projects since the last annual evaluation report, the number of children being served has decreased. There is some indication that the decreasing enrollment was due to ineffective recruiting. There is also an indication that enrollment of formerly migratory children was used to react a projected estimate and that transient currently migratory children were not recruited. Another factor, alluded to earlier, was that the dates of operation of the summer project did not correspond to the dates of the influx of interstate migrants in the LEA.

If the state is to reach the maximum number of currently migratory children in its summer projects, it will be essential that local projects be established in those areas where there is an increase in the summer migrant labor force. It will also be necessary for the local project administrators to see that the currently migratory children are actively recruited and that educational programs which will appeal to them are provided. Therefore, it is the strong recommendation of this evaluator that the local project directors initiate whatever action is necessary to develop summer projects in each of the LEAs where there is a concentration of migrant children and that special attention be given to enrolling currently migratory children in these projects.

7. *Local recruiter-clerks should be punctual in transmitting student information to the Migrant Student Record Transfer System terminal operator.*

It is impossible to over-emphasize the necessity for punctuality in transmitting student information to the terminal operator so that it can be placed on the data base. Recruiters and clerks should complete the necessary certification of eligibility forms on the students as they are identified. Following this identification and certification, there should be no delay in transmitting enrollment information (either the MDT or record transfer form) to the terminal operator. This enrollment data should not be retained at the project level until large numbers of documents are completed. This may mean that a communication to the terminal operator might be dispatched two or three times per week during periods of initial project enrollment. After the greater masses of children have been enrolled in the record transfer system the need for such frequent communications may diminish so that a once a week transmittal of enrollments, up-dating information and withdrawals will maintain an acceptable level of operation.

It is important to enroll a child in the record transfer system as quickly as possible, but it is just as important to transmit up-date and withdrawal information to the terminal operator as the information is generated or when the child withdraws from the project or the project ends.

North Carolina has enjoyed a high degree of proficiency in its MSRTS activities, but even greater proficiency can be demonstrated if local recruiter-clerks or other responsible project personnel will follow this recommendation.

APPENDIX

The previous numbered page in the original document was blank

TABLE I

LOCATION OF MIGRANT EDUCATION PROJECT ACTIVITIES

1980-81

LEA	Regular School Term Project	Summer Term Project
Alamance County	X	
Alexander County	X	
Anson County	X	
Beaufort County	X	X
Bertie County	X	X
Bladen County	X	
Brunswick County	X	X
Buncombe County	X	
Caldwell County	X	
Camden County	X	X
Catawba County	X	
Chatham County	X	
Chowan County	X	X
Cleveland County	X	X
Columbus County	X	X
Cumberland County	X	X
Currituck County	X	
Davidson County	X	
Davie County	X	X
Duplin County	X	X
Edgecombe County	X	
Fairmont City	X	
Gaston County	X	
Gates County	X	X
Greene County	X	
Guilford County	X	
Halifax County	X	X
Harnett County	X	X
Haywood County	X	X
Henderson County	X	X
Hertford County	X	X
Hoke County	X	
Iredell County	X	
Johnston County	X	X
Jones County	X	
Kings Mountain City	X	

TABLE I - (Continued)

LOCATION OF MIGRANT EDUCATION PROJECT ACTIVITIES

1980-81

LEA	Regular School Term Project	Summer Term Project
Lenoir County	X	X
Lincoln County	X	
Martin County	X	X
McDowell County	X	X
Montgomery County	X	
Moore County	X	
Nash County	X	X
Northampton County	X	X
Onslow County	X	
Orange County	X	
Pamlico County	X	
Pasquotank County	X	X
Perquimans County	X	X
Pitt County	X	
Randolph County	X	
Red Springs City	X	X
Reidsville City	X	
Richmond County	X	X
Robeson County	X	X
Rockingham County	X	
Rowan County	X	
St. Pauls City	X	
Sampson County	X	X
Scotland County	X	X
Stokes County	X	
Surry County	X	X
Transylvania County	X	
Tyrrell County	X	
Union County	X	
Vance County	X	
Wake County	X	
Washington County	X	X
Wayne County	X	
Wilkes County	X	X
Wilson County	X	X
Yadkin County	X	X

TABLE II

SUMMER MIGRANT PROJECT SCHEDULES

LEA	Daily Schedule	Staff Hours Per Day	Total Days Operated
Beaufort	8:00 a.m. - 3:00 p.m.	7.0	20
Bertie	8:30 a.m. - 3:30 p.m.	7.0	29
Brunswick	8:00 a.m. - 2:30 p.m.	6.5	30
Camden	8:00 a.m. - 2:30 p.m.	6.5	25
Chowan	8:00 a.m. - 12:00 Noon	4.0	35
Cleveland	Residential School	24.0	15
Columbus	3:30 p.m. - 7:30 p.m.	4.0	30
Cumberland	8:30 a.m. - 3:30 p.m.	7.0	30
Davie	8:00 a.m. - 1:00 p.m.	5.0	35
Duplin	8:00 a.m. - 4:00 p.m.	8.0	29
Gates	8:00 a.m. - 2:00 p.m.	6.0	25
Halifax	8:00 a.m. - 2:30 p.m.	6.5	30
Harnett	8:00 a.m. - 3:30 p.m.	7.5	25
Haywood	8:00 a.m. - 3:30 p.m.	7.5	36
Henderson	8:00 a.m. - 4:00 p.m.	8.0	30
Hertford	8:00 a.m. - 3:30 p.m.	7.5	29
Johnston	8:00 a.m. - 4:00 p.m.	8.0	29
Lenoir	8:00 a.m. - 2:00 p.m.	6.0	29
Martin	8:00 a.m. - 3:00 p.m.	7.0	26
McDowell	8:00 a.m. - 2:00 p.m.	6.0	25
Nash	8:00 a.m. - 4:00 p.m.	8.0	30
Northampton	7:00 a.m. - 5:00 p.m.	10.0	25
Pasquotank	8:00 a.m. - 3:30 p.m.	7.5	30
Perquimans	8:00 a.m. - 1:30 p.m.	5.5	20
Red Springs	7:45 a.m. - 3:00 p.m.	7.25	25
Richmond	8:00 a.m. - 2:00 p.m.	6.0	25
Robeson	8:00 a.m. - 3:00 p.m.	7.0	25
Sampson	8:00 a.m. - 3:30 p.m.	7.5	31
Scotland	8:00 a.m. - 2:00 p.m.	6.0	25
Surry	8:00 a.m. - 1:00 p.m.	5.0	30
Washington	7:45 a.m. - 3:30 p.m.	7.75	29
Wilkes	8:30 a.m. - 3:00 p.m.	6.5	30
Wilson	7:45 a.m. - 3:00 p.m.	7.25	26
Yadkin	8:00 a.m. - 2:30 p.m.	6.5	25

The previous numbered page in the original document was blank

TABLE III

ENROLLMENT SUMMARY BY MIGRATORY STATUS*

REGULAR SCHOOL TERM - 1980-81

LEA NAME	MIGRATORY STATUS**						TOTALS
	1	2	3	4	5	6	
Alamance County	5	40	62	0	0	0	107
Alexander County	12	11	69	0	0	0	92
Anson County	1	4	87	0	0	0	92
Beaufort County	33	39	240	16	9	56	393
Bertie County	25	11	197	0	0	0	233
Bladen County	20	52	123	1	0	0	196
Brunswick County	14	15	384	18	17	98	546
Buncombe County	11	15	177	0	0	0	203
Caldwell County	24	20	71	0	0	0	115
Camden County	9	9	71	1	1	5	96
Catawba County	20	30	92	0	0	0	142
Chatham County	7	18	135	0	0	0	160
Chowan County	0	0	103	0	0	14	117
Cleveland County	2	20	132	0	0	0	154
Columbus County	146	147	683	0	0	0	976
Cumberland County	34	30	292	0	0	0	356
Currituck County	10	11	31	34	0	37	123
Davidson County	17	52	143	0	0	0	212
Davie County	7	29	115	0	0	0	151
Duplin County	39	48	183	0	0	0	270
Edgecombe County	16	32	175	0	0	0	223
Fairmont City	11	29	110	0	0	0	150
Gaston County	27	10	152	0	0	6	195
Gates County	13	3	101	0	0	0	117
Greene County	5	31	182	0	0	0	218
Guilford County	12	20	31	0	0	0	63
Halifax County	49	72	239	0	0	0	360
Harnett County	65	27	128	0	0	0	220
Haywood County	77	25	64	0	0	0	166
Henderson County	250	13	74	0	0	0	337
Hertford County	28	16	224	0	0	0	268
Hoke County	10	7	93	0	0	0	110
Iredell County	12	57	148	3	0	6	226
Johnston County	277	50	61	0	0	0	388
Jones County	26	48	38	0	0	0	112
Kings Mountain City	14	23	75	0	0	0	112
Lenoir County	23	55	162	0	0	0	240
Lincoln County	3	24	79	0	0	0	106
Martin County	19	25	173	0	0	0	217
McDowell County	39	25	64	0	0	0	128

TABLE III (Continued)

ENROLLMENT SUMMARY BY MIGRATORY STATUS*

REGULAR SCHOOL TERM - 1980-81

LEA NAME	MIGRATORY STATUS**						TOTALS
	1	2	3	4	5	6	
Montgomery County	20	40	134	0	0	0	194
Moore County	8	19	116	0	0	0	143
Nash County	93	47	219	0	0	0	359
Northampton County	31	10	286	0	0	0	327
Onslow County	64	34	322	27	13	107	567
Orange County	5	15	75	0	0	0	95
Pamlico County	11	0	71	0	0	0	82
Pasquotank County	2	7	185	0	0	6	200
Perquimans County	3	6	99	0	0	3	111
Pitt County	12	22	150	0	0	0	184
Randolph County	5	25	83	0	0	0	113
Robeson County	16	93	599	0	0	0	708
Rowan County	26	15	56	0	0	0	97
Red Springs City	4	14	340	0	0	0	358
St. Pauls City	2	20	98	0	0	0	120
Rockingham County	20	35	153	0	0	0	208
Reidsville City*	63	14	65	0	0	0	142
Sampson County	269	38	176	0	0	0	483
Scotland County	19	35	285	0	0	0	339
Richmond County	7	16	301	0	0	0	324
Stokes County	8	16	70	0	0	0	94
Surry County	24	30	208	0	0	0	262
Transylvania County	11	3	33	0	0	2	49
Tyrrell County	5	1	28	3	0	1	38
Union County	7	13	78	0	0	0	98
Vance County	1	1	122	0	0	0	124
Wake County	12	24	202	0	0	0	238
Washington County	19	11	150	0	0	0	180
Wayne County	21	8	76	0	0	0	105
Wilkes County	27	37	148	0	0	0	212
Wilson County	82	23	63	0	0	0	168
Yadkin County	40	70	160	0	0	0	270
TOTALS	2,349	1,935	10,914	103	40	341	15,682

*Information derived from LEA reports

**Status 1 = Agriculture/interstate
Status 2 = Agriculture/intrastate
Status 3 = Agriculture/formerly migratory
Status 4 = Fishing/interstate
Status 5 = Fishing/intrastate
Status 6 = Fishing/formerly migratory

TABLE IV

ENROLLMENT SUMMARY BY MIGRANT STATUS

SUMMER SCHOOL TERM - 1980-81

LEA	MIGRATORY STATUS*						TOTALS
	1	2	3	4	5	6	
Beaufort County	10	13	91	8	0	41	163
Bertie County	5	2	103	0	0	0	110
Brunswick County	17	4	122	5	3	17	168
Camden County	6	5	26	0	1	1	39
Chowan County	0	0	29	0	0	6	35
Cleveland County	0	6	24	0	0	0	30
Columbus County	144	53	339	0	0	0	536
Cumberland County	19	34	249	0	0	0	302
Davie County	0	0	7	0	0	0	7
Duplin County	68	2	4	0	0	0	74
Gates County	7	0	34	0	0	0	41
Halifax County	30	36	145	0	0	0	211
Harnett County	53	11	71	0	0	0	135
Haywood County	46	12	73	0	0	0	131
Henderson County	74	0	3	0	0	0	77
Hertford County	12	9	167	0	0	0	188
Johnston County	307	14	35	0	0	0	356
Lenoir County	3	10	57	0	0	0	70
Martin County	10	11	70	0	0	0	91
McDowell County	9	4	44	0	0	0	57
Nash County	119	18	66	0	0	0	203
Northampton County	47	7	127	0	0	0	181
Pasquotank County	43	22	82	0	0	4	151
Perquimans County	0	2	36	0	0	0	38
Red Springs City	1	11	160	0	0	0	172
Richmond County	6	22	127	0	0	0	155
Robeson County	9	61	248	0	0	0	318
Sampson County	285	16	23	0	0	0	324
Scotland County	4	16	109	0	0	0	129
Surry County	7	2	38	0	0	0	47
Washington County	12	4	73	0	0	0	89
Wilkes County	0	5	10	0	0	0	15
Wilson County	117	2	15	0	0	0	134
Yadkin County	51	21	5	0	0	0	77
TOTALS	1,521	435	2,812	13	4	69	4,854

TABLE V

NUMBER OF CHILDREN SERVED BY AGE AND GRADE*

Regular School Term 1980-81

Grade	Age 4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
12														56	141	72	28	297
11													85	234	209	54	23	605
10												130	283	274	108	42		837
9											151	418	416	187				1,172
8									8	190	509	487	188					1,382
7									236	553	518	235						1,542
6								191	560	538	177							1,466
5						11	251	596	467	201								1,526
4					14	217	618	537	180									1,566
3				3	240	618	521	196										1,578
2			8	227	589	415	147											1,386
1		13	269	574	310	79												1,245
K	121	311	528	120														1,080
Total	121	324	805	924	1,153	1,340	1,537	1,520	1,451	1,482	1,355	1, 270	972	751	458	168	51	15,682

*Based upon date from the Migrant Student Record Transfer System. These figures represent all students eligible to be served in a migrant education project.

TABLE VI

LEA STAFF*

REGULAR TERM 1980-81

LEA	Directors	Teachers	Instructional Aides/Tutors	Nurses - Social Workers	Record Clerk/ Recruiter	Other Program Personnel
Alamance County		1.50	.50		.50	
Alexander County					.50	
Anson County			5.50		.50	
Beaufort County	.15	5.30	1.75		.25	.55
Bertie County	.50		6.00		.50	.75
Bladen County		1.00	8.50			
Brunswick County			10.00		.50	1.00
Buncombe County		4.00		.80	.20	
Caldwell County		1.00	.50		.50	
Camden County		2.00		.50	.50	.20
Catawba County		1.00	.80		.20	
Chatham County		3.00	1.50		.50	
Chowan County	.20	2.00		.50	1.00	
Cleveland County		3.00		.50	.50	
Columbus County	.38	6.00	10.00		1.00	2.00
Cumberland County		5.00	1.00		1.00	1.00
Currituck County	.05	1.00	.50		.50	
Davidson County		4.00			1.00	
Davie County	.10	1.00	3.80		.20	
Duplin County	.04	4.00	3.50		.50	
Edgecombe County	.05	4.00	.80		.20	
Fairmont County		2.00	.50		.50	
Gaston County		2.00	1.80		.20	
Gates County	.10	1.00	6.00		1.00	
Greene County	.10	3.00	1.00			.90
Guilford County		1.00	1.50		.50	
Halifax County	.05	3.00	8.00	.25	.75	
Harnett County		2.00	.80	1.60	.60	.40
Haywood County		3.00	.80		.20	
Henderson County		2.00	1.80		.20	
Hertford County	.05	3.00	7.00		.75	
Hoke County	.10	1.00			1.00	
Iredell County		3.00			1.00	
Johnston County	.06	1.00	4.00			
Jones County		1.00	1.50		.50	
Kings Mountain City	.10	1.00	.80		.20	
Lenoir County		3.00	3.00		1.00	

TABLE VI (Continued)

LEA STAFF*

REGULAR TERM 1980-81

LEA	Directors	Teachers	Instructional Aides/Tutors	Nurses - Social Workers	Record Clerk/ Recruiter	Other Program Personnel
Lincoln County		1.00	.50		.50	
Martin County	.50	1.00	6.00	.50	.50	
McDowell County	.10	2.00	.80		.20	
Montgomery County		2.00	.50		.50	
Moore County		3.00	.50		.50	
Nash County	.20	4.00	5.75		.25	
Northampton County	.05	5.00	.75		1.25	.50
Onslow County	.05	3.00	3.50		.50	
Orange County	.10	2.00	.50		.50	
Pamlico County		1.00	2.50		.50	
Pasquotank County	.07	4.00		.25	.75	
Perquimans County	.10	1.00	.75		.25	
Pitt County	.10	4.90			.50	
Randolph County	.10	1.00	.50		.50	
Red Springs City	.15	5.00	2.00		.75	
Reidsville City		1.00			.50	
Richmond County	.07	6.00	.50	.15	.50	
Robeson County	.10	9.90	.50		.50	
Rockingham County		2.00	.80		.20	
Rowan County		1.00	.50		.50	
St. Pauls City		3.00	1.00		.50	
Sampson County	.10	5.00			1.00	.10
Scotland County	.10	5.00	.50		.50	1.00
Stokes County		1.00	.80		.20	
Surry County	.15	2.00	3.00		1.00	
Transylvania County	.10	1.00	.30		.20	
Tyrrell County	.10		2.00		.50	
Union County		2.00	.50		.50	
Vance County	.10	2.00	1.50		.50	
Wake County		5.00			.80	.20
Washington County	.05	3.00	.75		.25	
Wayne County		1.00	3.50		.50	
Wilkes County	.10	2.00	3.00		1.00	
Wilson County	.50		8.00		.50	
Yadkin County	.10	4.90			1.00	
TOTALS	4.67	177.50	144.85	5.05	38.05	8.60

*Full-time equivalent positions.

TABLE VII

Summer Migrant Project Staff* - 1981

LEA	Directors	Teachers	Aides/ Tutors	Nurses-Social Workers	Record Clerk	Other Personnel
Beaufort County		2.00	1.00		1.00	
Bertie County	.75	6.00	6.00	1.00	.25	1.00
Brunswick County	1.00	9.00	4.00		1.00	
Camden County		6.00	2.00	.50	.50	3.50
Chowan County	.25	3.00	2.00		1.00	2.00
Cleveland County		4.00			1.00	2.00
Columbus County	.38	21.00	21.00	3.00	1.00	3.00
Cumberland County	1.00	3.00	1.00		1.00	
Davie County	.10		.50		.50	
Duplin County	1.00	3.00	3.00		1.50	
Gates County	.10	6.00	6.00		.50	.50
Halifax County	.05	14.00	15.00	2.00	.75	8.25
Harnett County	1.00	9.00	9.00	1.00	1.00	1.00
Haywood County	.50	4.00	1.50		1.00	5.00
Henderson County	1.00	3.00	2.00		1.00	1.40
Hertford County	1.50	10.00	11.00		1.00	11.00
Johnston County	.06	12.50	12.50	2.00	1.50	2.00
Lenoir County	1.00	8.00			1.00	
Martin County	.05	3.00	6.00	.50	.50	1.00
McDowell County		2.00	2.40		.20	2.90
Nash County	1.20	9.50	7.00	.50	1.00	
Northampton County	1.00	9.00	6.00		1.00	2.00
Pasquotank County	1.10	10.00	9.00	.50	.50	3.34
Perquimans County	1.05	5.00	1.00		1.00	4.00
Red Springs City	1.00	13.00	12.00		.50	1.75
Richmond County	.10	9.00	9.00	1.00	.50	1.00
Robeson County	1.00	25.00	11.00		1.00	
Sampson County	.20	14.00	8.00		1.00	
Scotland County	.10	8.00	8.50	1.00	.50	14.00
Surry County	1.00	2.00	2.00		1.00	
Washington County	1.00	7.00	7.00	.50	1.00	2.00
Wilkes County	1.00	1.00	.80		.20	
Wilson County	1.00	7.50	7.00	.50	1.00	
Yadkin County	.15	4.20	.80		1.00	.50
Totals	20.19	252.70	196.49	14.00	28.40	73.14

*Full-time equivalent positions.

The previous numbered page in the original document was blank

TABLE VIII

RATIO OF PUPILS TO INSTRUCTIONAL STAFF

Summer - 1981

LEA	Enrollment	Instructional Personnel*	Ratio
Beaufort County	163	20.5	8.0:1
Bertie County	110	12.0	9.2:1
Brunswick County	168	11.0	15.3:1
Camden County	39	4.0	9.8:1
Chowan County	35	4.0	8.8:1
Cleveland County	30	4.0	7.5:1
Columbus County	536	39.0	13.7:1
Cumberland County	53	2.0	26.5:1
Davie County	7	.5	14.0:1
Duplin County	74	6.5	11.8:1
Gates County	41	8.0	5.1:1
Halifax County	211	29.0	7.6:1
Harnett County	135	18.0	7.5:1
Haywood County	131	5.0	26.2:1
Henderson County	77	5.0	15.4:1
Hertford County	188	21.0	9.0:1
Johnston County	356	27.0	13.2:1
Lenoir County	70	8.0	12.5:1
Martin County	91	11.0	8.3:1
McDowell County	57	4.0	14.2:1
Nash County	203	19.5	10.4:1
Northampton County	181	15.0	12.1:1
Pasquotank County	151	19.0	7.9:1
Perquimans County	38	6.0	6.3:1
Red Springs City	172	26.0	6.6:1
Richmond County	155	18.0	8.6:1
Robeson County	318	36.0	8.8:1
Sampson County	324	22.0	14.7:1
Scotland County	129	16.5	7.8:1

TABLE VIII (Continued)

RATIO OF PUPILS TO INSTRUCTIONAL STAFF

Summer - 1981

LEA	Enrollment	Instructional Personnel*	Ratio
Surry County	47	4.0	11.8:1
Washington County	89	14.0	6.4:1
Wilkes County	15	1.8	8.3:1
Wilson County	134	18.0	7.4:1
Yadkin County	77	7.0	11.0:1

*Includes full-time equivalent reachers and instructional aides.

TABLE IX

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Regular Term - 1980-81

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

LEA	LEA Project Objectives Relating to:													
	Assessment	Staff Development	Dissemination	Certification Forms	MSRTS Procedures	Fiscal Reports	Evaluation	Recruitment	PAC	Reading	Mathematics	Social Adjustment	Health	Parent Involvement
Alamance County	4	4		3	4	4	4	4	4	4	4			4
Anson County	4	4	4	4	4	4	4	4	4	3	3			
Beaufort County	4	2	4	4	4	4	4	4	4		4	4	4	2
Bertie County	4	4	4	4	4		4	4	4	4	4		4	
Bladen County	4	2	3	4	4	4	4	4		4				2
Brunswick County	4	4	4	3	4	4	4	4	4	4	4			
Buncombe County	4	4	4	4	4	4	4	4	3		4	4		4
Camden County	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Catawba County	4	3	3	4	4	4	1	4	4	4	4	4		
Chatham County	4	2	4	4	4	4	4	4	4	4	4			4
Chowan County	4	3	4	4	4	4	4	4	2	3	3	4	2	
Cleveland County	4	3	4	4	4	4	4	4	4	4	4	4	4	4
Columbus County	4	4	4	4	4	4	1	4	4	4	4	4	4	4
Cumberland County	4		4	4	4	4	1	4	2	1	1	4		2
Currituck County	4	4	2	1	1	4	4	4	4	3	4	2		4
Davidson County	4	4	4	4		4	4	4	4	4		4		
Davie County	4	4		4	4	4	4	4	4	4	4			
Duplin County	4	4	4	4	4	4	4	4	4	4	4		2	4
Edgecombe County	4	4	4	4	4	4	4	4	4	4	4	4		4
Fairmont City	4	4	3	4	4		4	4	4	4	4			4
Gaston County	4	4	2	2	2	4	4	4	3	4	4	4		
Gates County	4	4	4	4	4	4	4	4	4		4	4	4	4
Greene County	4	4	4	4	4	4	4	4	1	4	4	4		4
Guilford County	4	4	4	4	4	4	4		4			4	4	
Halifax County	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Harnett County	4	4	4	4	4		4	4	4	4	4		4	4
Haywood County	4		4	4	4	4	4	4	4	4	4		4	4
Henderson County	4	4	2	2	2	2	4	4	3	4	4			4
Hertford County	4	4	4	4	4	4	4	4	4	3	3	4		4
Hoke County	4	4	4	4	4	4	4	4	1		4		2	
Iredell County	4	4	4	4	4	4	4	4	4	3	3	4		
Johnston County	4	4	4	4	4	4	4	4	4	4	4		4	4
Jones County	4	4	1	2	2		1	4	2	2	2			2
Kings Mountain City	4	4	4	1	2	2			4	4	4	4		4
Lenoir County	4	4	3	4	4	4	4	4	4					4
Lincoln County	4	4	1	2	2	2	4	4	4	4	4	4		4

TABLE IX (Continued)

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Regular Term - 1980-81

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

LEA	LEA Objectives Relating to:													
	Assessment	Staff Development	Dissemination	Certification Forms	MSRTS Procedures	Fiscal Reports	Evaluation	Recruitment	PAC	Reading	Mathematics	Social Adjustment	Health	Parent Involvement
Martin County	4	4		4	4	4	1	4	4	4	4		4	4
McDowell County	4	4	4	4	4	4	4	4		4	3	4		
Montgomery County	4	2	2	1	4	4	4	4	4	1				4
Moore County	4	4	4	2	2	2	4	4	4	4	4			4
Nash County	4	4	4	4	4	4	1	4	4	4	4	4	4	4
Northampton County	4	4	4	4	4	4	4	4	4	4	4		4	
Onslow County	4	3	4	4		4	4	4	4	4	4	4		
Orange County	4	2	2	4	4	4	1	4	1	4	4		4	4
Pamlico County	4	3	4	4	4	4	1	4	4	4	4			4
Pasquotank County	4	4	4	4	4	4	4	4	4	2	2		4	4
Perquimans County	4	4	2	4	4	4	4	4	4		4	4		4
Pitt County	4	4	4	4	4	4	4	4	4	4	4	4		4
Randolph County	3	3	1	4	4	4	4	4	3	4	4	4		
Red Springs City	4	4	4	4	4	4	4	4	4	4	4	4	2	
Reidsville City	4	4	4	1	1	4	4		3	4			2	4
Richmond County	4	4	4	4	4	4	4		4	4	4	4	4	
Robeson County	4	3	4	4	4	4	4	4	4	4	4		4	4
Rockingham County	4	2	4	1	4	4	4	4	4	4	4			4
Rowan County	4	4	2	2	2	2	4	4	2		4	4		
St. Pauls City	4	4	4	4	4	4	4		4	4	4			4
Sampson County	4	4	2	4	4	4	1	4	4					4
Scotland County	4	4	4	4	4	4	4	4		4	4		4	4
Stokes County	4	4	4	3	4	4	4	4	4	3	4		2	
Surry County	1	1	2	1	1	2	1	4	1	1	1	1	2	
Transylvania County	4	4	1	4	4	4	4	4	4	3	3			
Tyrrell County	4	4	1	4	4	4	4	4	4	4	4			4
Union County	4	4	2	4	4	4	4		4	3	4	4		4
Vance County	4	4	4	4	4	4	4	4	4	4	4	4		
Wake County	4	4	4	4	4	4	4	4	4	4			4	4
Washington County	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Wayne County	4	2	4	4	4	4		4	2	4	4		4	2
Wilkes County	4	3	4	4	4	4	4	4	4	4	4	4		
Wilson County	4	4	4	4	4	4	4	4	4	3		4	4	4
Yadkin County	4	4	4	4	4	4	1	4	4	4	4	4		

*This table provides no specific information about the objectives in any project. Therefore, it should not be used to make comparisons between one project and another.

TABLE X

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Summer Term - 1981

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

	LEA Project Objectives Relating to:														
	Assessment	Staff Development	Dissemination	Certification Forms	MSRTS	Fiscal Reports	Evaluation	Recruitment	PAC	Reading	Mathematics	Social Adjustment	Health	Parent Involvement	Occupations
Beaufort County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Bertie County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Brunswick County	4	4	4	4	4	4	4	4	4	4	4				
Camden County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Chowan County			2	4	4	4	4	1	3	4	4	4	2		
Cleveland County	4	4		3	4	4	4	4	4	3	3	3		4	
Columbus County	4	4	4	4	4	4	1	4	4	4	4	4	2	4	
Cumberland County	4	4	2		4	4		4	4	4	4	4	2	4	
Davie County	4	4	4	4	4	4	4	4	1	4	4				
Duplin County	4	4	4	4	4	4	4	4	4	4	5	4			
Gates County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Halifax County	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4
Harnett County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Haywood County	4	4	4	4	4	4	4	4	4	4	4		4	4	4
Henderson County	4	2	4	4	4	4	4	4	4	4	2	4	2		
Hertford County	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4
Johnston County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Lenoir County	4	4	4	4	4	4	4	4	4	4	4	4		4	
Martin County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
McDowell County	4	4	4	4	4	4	4	4	4	4	4	4			
Nash County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Northampton County	4	4	4	4	4	4	4	4	4	4		4	4	4	4

TABLE X (Continued)

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Summer Term - 1981

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

	LEA Project Objectives Relating to:															
	Assessment	Staff Development	Dissemination	Certification Forms	MSRTS	Fiscal Reports	Evaluation	Recruitment	PAC	Reading	Mathematics	Social Adjustment	Health	Parent Involvement	Occupations	
Pasquotank County	4	3	4		4	4	4	4	4	4		4		4		
Perquimans County	4	4	4	4	4	4	4		4	4	4		4	4		
Red Springs City	4	3	4	4	4	4	4	4		4	4	4	2			
Richmond County	4	4	4	4	4	4	4	4	4	4	4	3	4	3		
Robeson County	4	4	4	4	4	4	4	4	4	4	4					
Sampson County	4	3	4	4	4	4	4	4	4	3	3	4	4			
Scotland County		4	4	4	4	4		4	4	4			2	4		
Surry County	3	3	4	4	4	4	1	1	1	2	2	4	1			
Washington County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Wilkes County	4	3	4	2	2	2	1	1	4	4	4	4			4	
Wilson County	4	4	2	4	4	4	4	4	4	4	4	4	2	4		
Yadkin County	?	4	4	4	4	4	1	4	4	4	4	4				

*This table provides no specific information about the objectives in any project. Its purpose is to give an indication of how well the LEA's met the commitments they made to provide service to migrant children in the most common areas of project operation. It should not be used to make comparisons between one project and another.

TABLE XI

NORTH CAROLINA ANNUAL TESTING PROGRAM: 1980-81

Grade Equivalents and Percentiles

Grade	Subject	National Norms		State Average		Migrant Program			Deviation from State Average	
		G. E.	%ile	G. E.	%ile	Number	G. E.	%ile	G. E.	%ile
1	Reading			1.8	61	784	1.6	44	-0.2	-17
	Mathematics			2.3	83	784	2.1	71	-0.2	-12
2	Reading			3.3	65	855	2.6	46	-0.7	-19
	Mathematics			3.4	80	855	3.3	69	-0.1	-11
3	Reading	3.7	50	3.9	56	915	3.2	35	-0.7	-21
	Spelling	3.7	50	4.2	61	915	3.7	50	-0.5	-11
	Language	3.7	50	4.1	60	915	3.5	44	-0.6	-16
	Mathematics	3.7	50	3.9	56	915	3.6	46	-0.3	-10
	Total Battery	3.7	50	3.8	55	915	3.5	40	-0.3	-15
6	Reading	6.7	50	7.0	54	980	5.6	34	-1.4	-20
	Spelling	6.7	50	8.6	63	980	6.8	50	-1.8	-13
	Language	6.7	50	8.0	63	980	5.9	40	-2.1	-23
	Mathematics	6.7	50	7.3	59	980	6.4	44	-0.9	-15
	Total Battery	6.7	50	7.2	59	980	6.0	38	-1.2	-21
9	Reading	9.7	50	9.8	51	643	8.1	38	-1.7	-13
	Spelling	9.7	50	N.A.	58	643	N.A.	45	-	-13
	Language	9.7	50	10.4	56	643	8.4	40	-2.0	-16
	Mathematics	9.7	50	9.9	51	643	8.6	38	-1.3	-13
	Total Battery	9.7	50	10.0	52	643	8.4	36	-1.6	-16

*Tests administered:

Grades 1 and 2
- Prescriptive Reading Inventory
- Diagnostic Mathematics Inventory

Grades 3, 6 and 9
- California Achievement Tests

The previous numbered page in the original document was blank 77

Figure II

REGULAR SCHOOL TERM MIGRANT ENROLLMENT 1971-1981

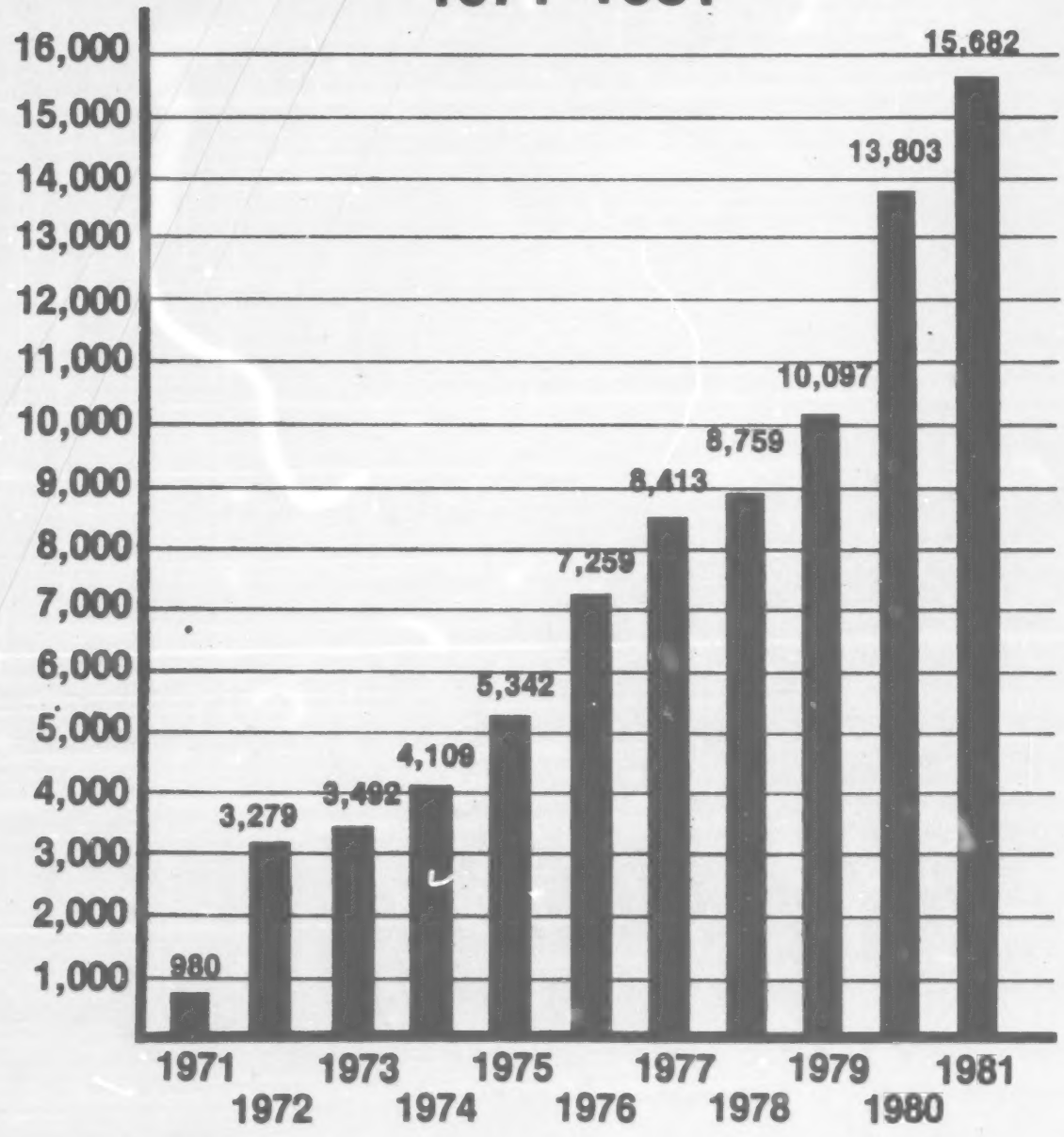


Figure III

SUMMER TERM MIGRANT ENROLLMENTS 1969-1981

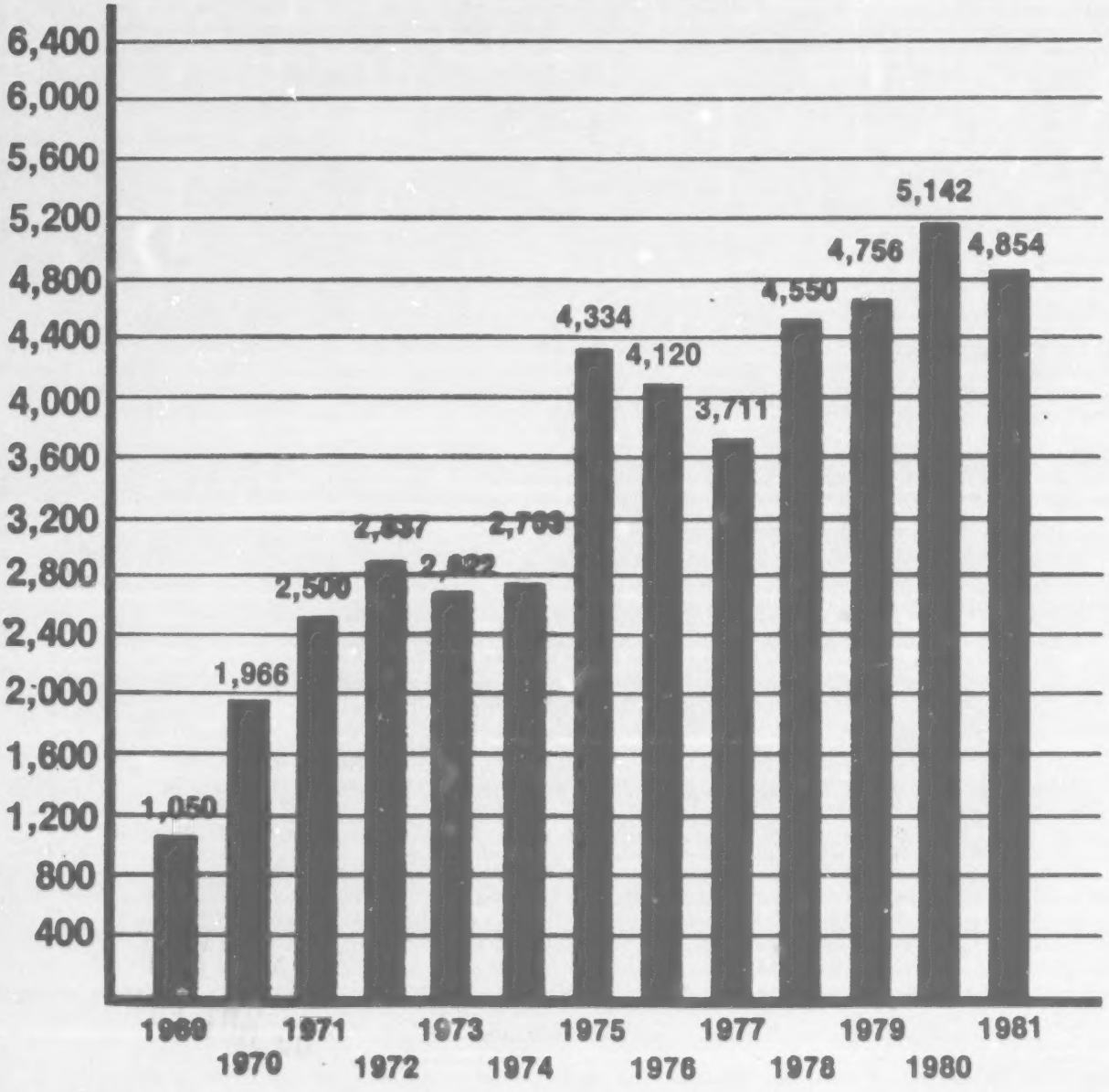
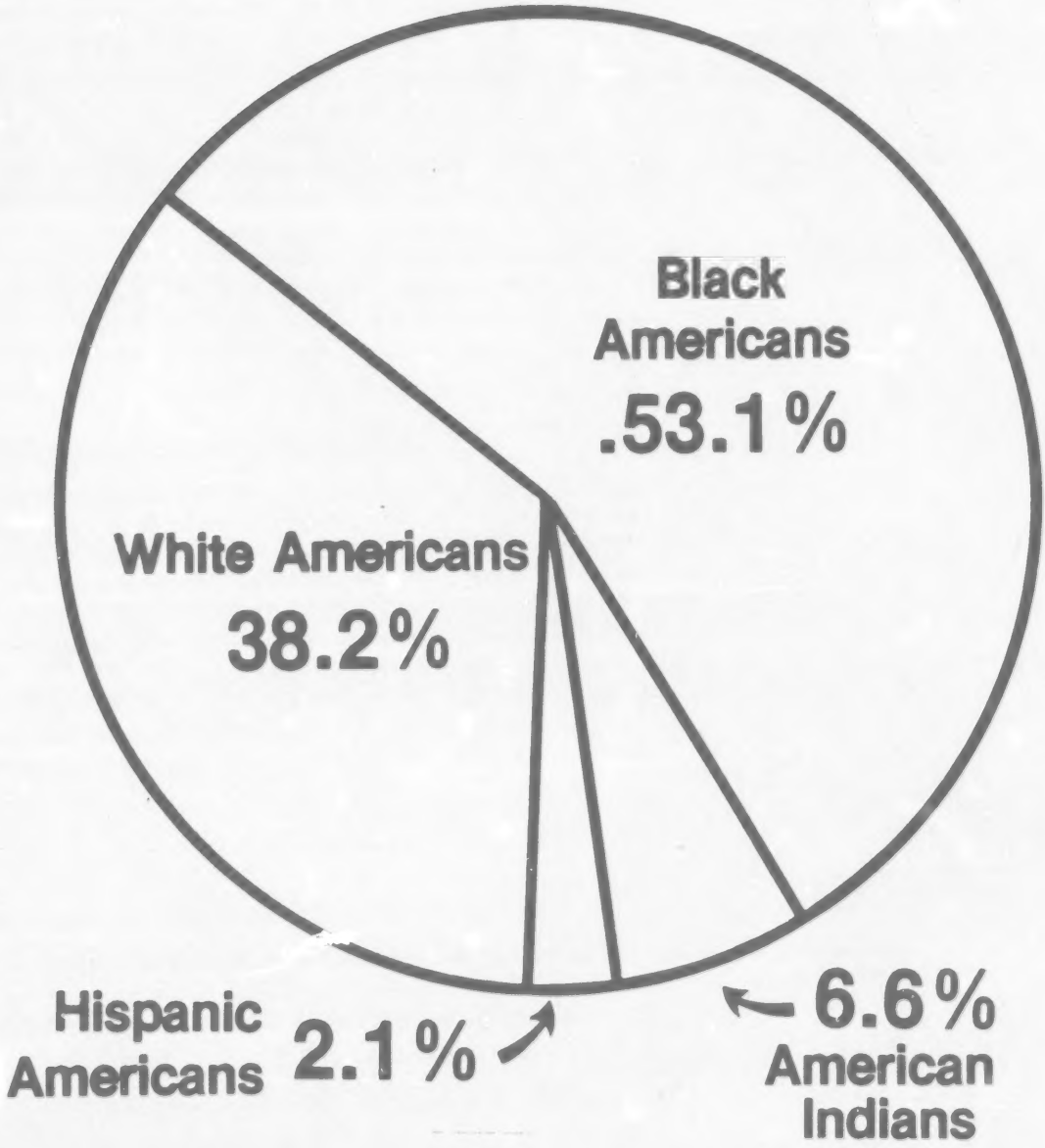


Figure IV

Percentage of Migrants by Ethnic Groups

REGULAR SCHOOL TERM

1980-1981

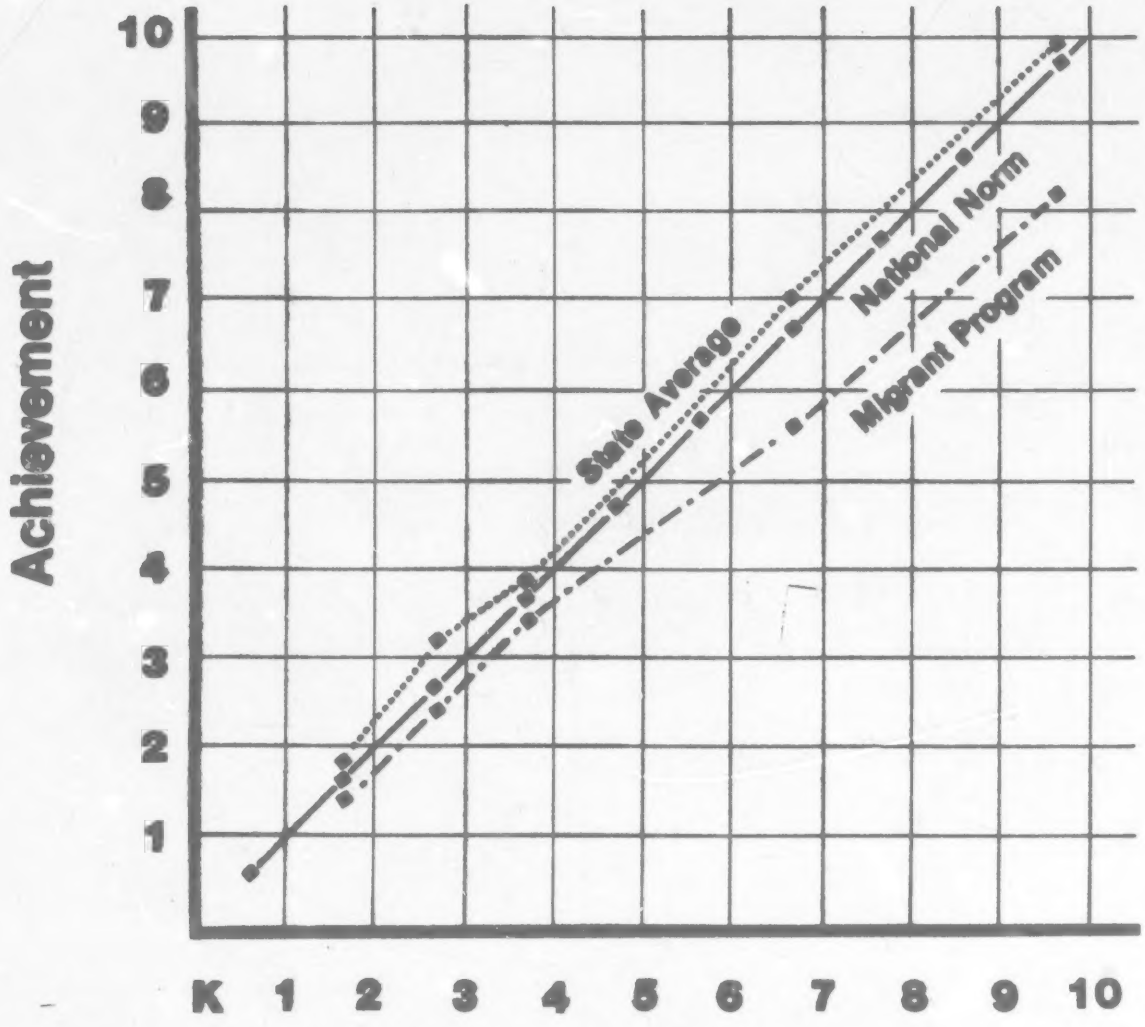


The previous numbered page in the original document was blank

Figure V

READING ACHIEVEMENT ★

North Carolina Annual Testing Program: 1980-1981

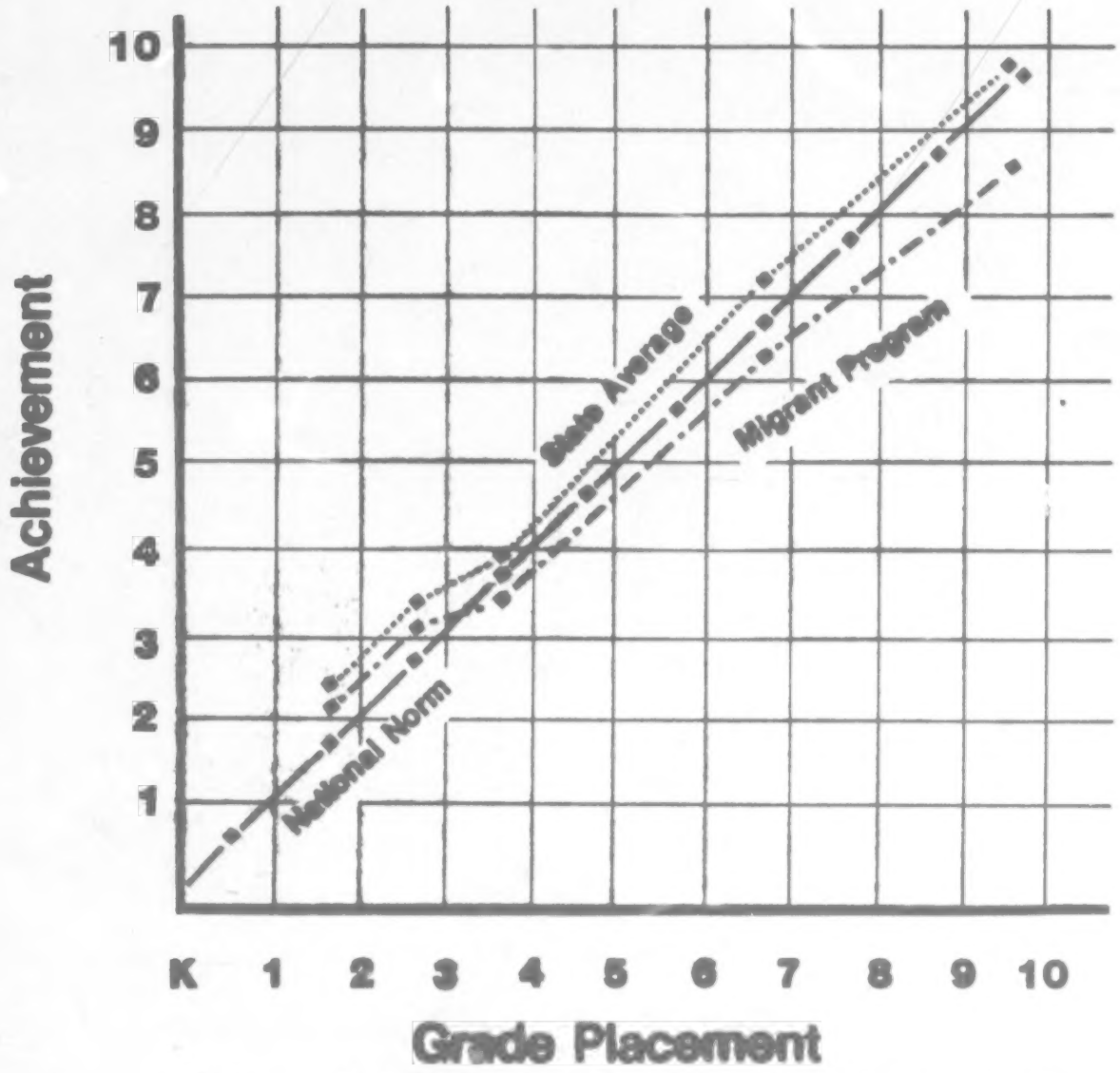


★ Tests administered during the 8th school month

Figure VI

MATHEMATICS ACHIEVEMENT ★

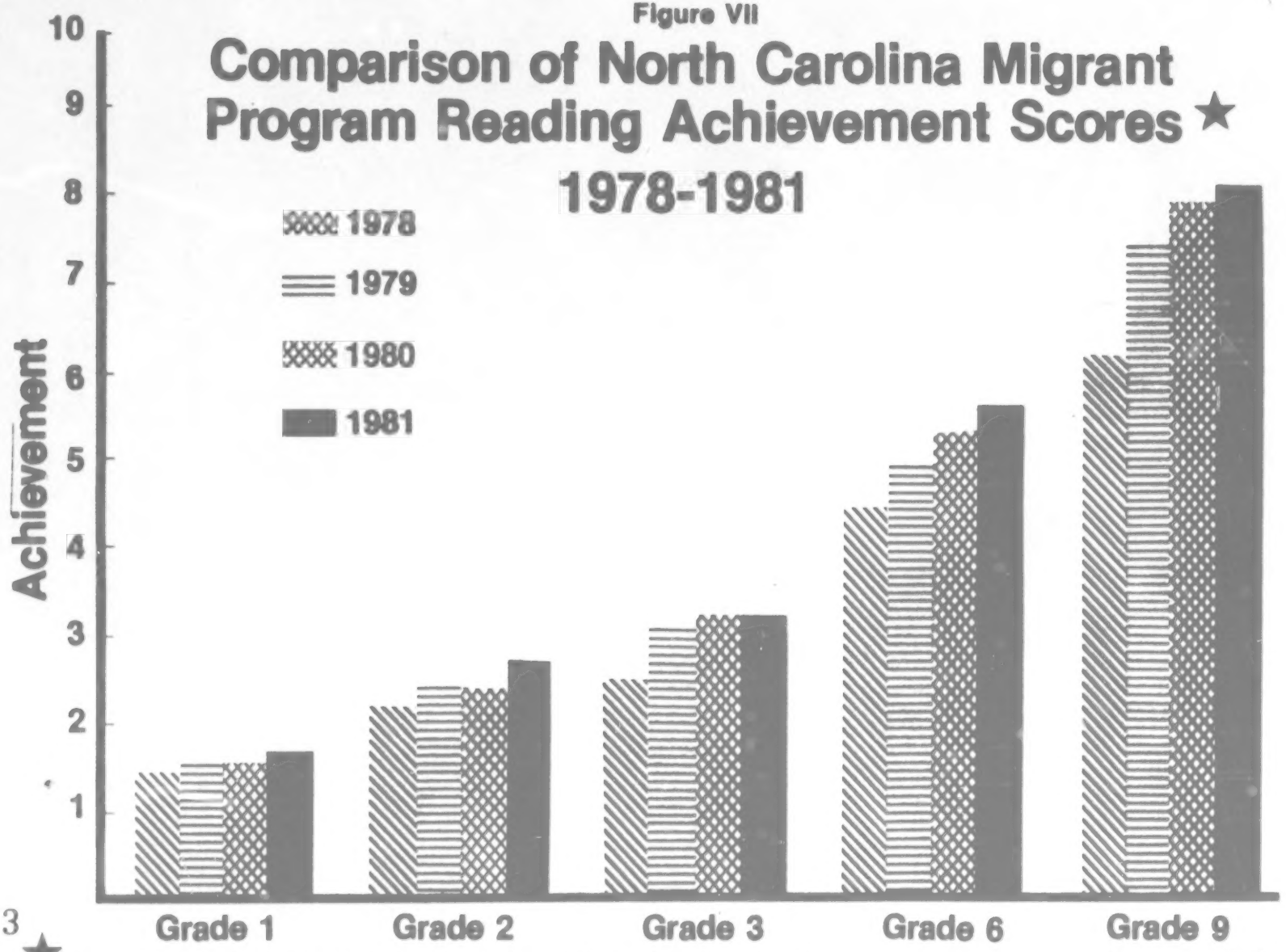
North Carolina Annual Testing Program : 1980-1981



★Tests administered during the 8th school month

Figure VII

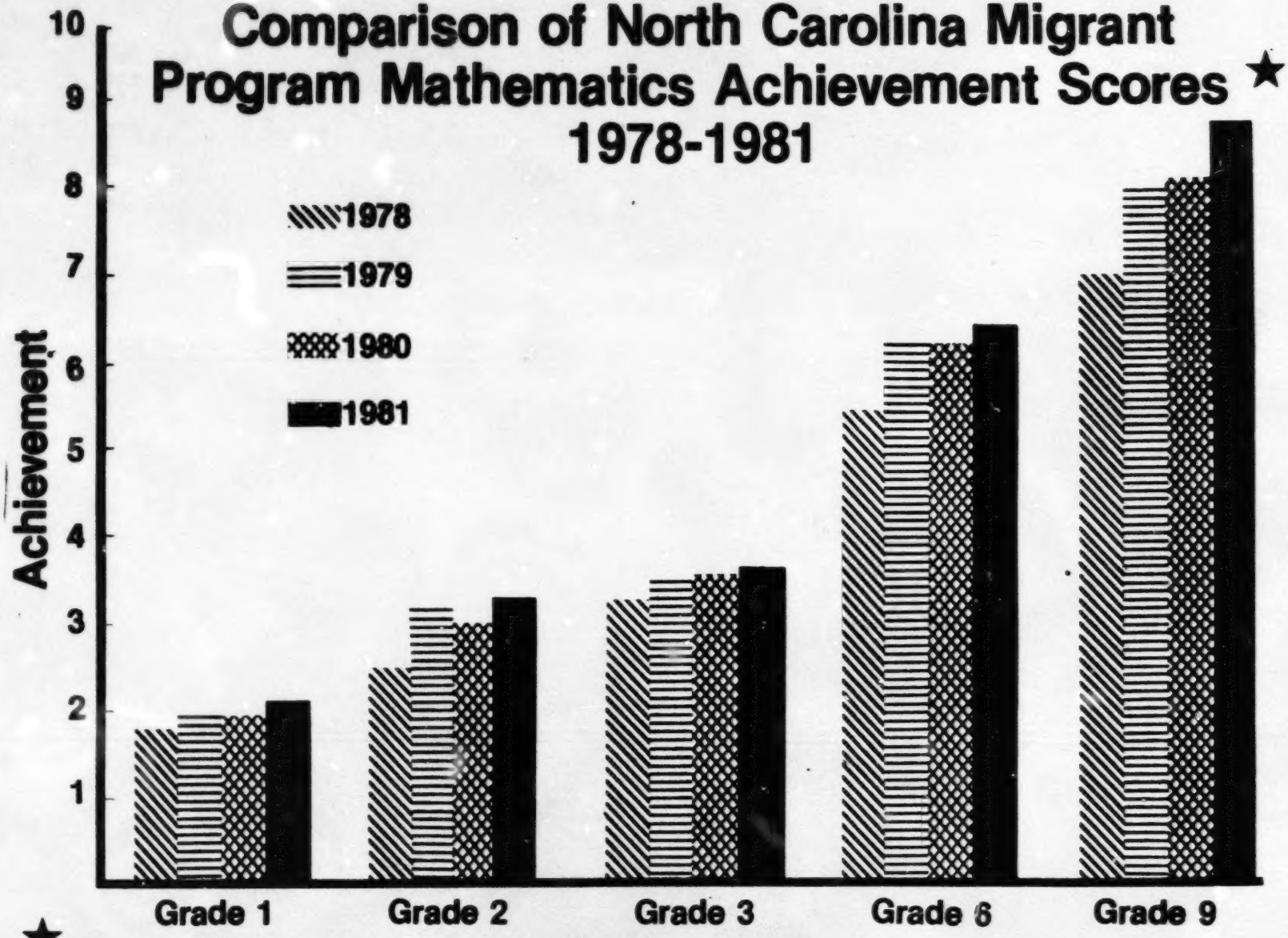
Comparison of North Carolina Migrant Program Reading Achievement Scores ★ 1978-1981



★ Tests administered during the 8th school month

Figure VIII

Comparison of North Carolina Migrant Program Mathematics Achievement Scores ★ 1978-1981



★ Tests administered during the 8th school month